

**A CORRELATIONAL STUDY BETWEEN
MOTIVATION AND STUDENTS' ABILITY TO
UNDERSTAND ENGLISH JOKES**



THESIS
In Partial Fulfilment of the Requirements
for Master Degree in Linguistics

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FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
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2019

A CORRELATIONAL STUDY BETWEEN MOTIVATION AND STUDENTS'
ABILITY TO UNDERSTAND ENGLISH JOKES

A Thesis Submitted to the Graduate Faculty
of Universitas Diponegoro in Partial Fulfillment
of the
Requirements for the Degree

MASTER OF LINGUISTICS

Submitted by

Najmatul Wardah
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SEMARANG
2019

CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

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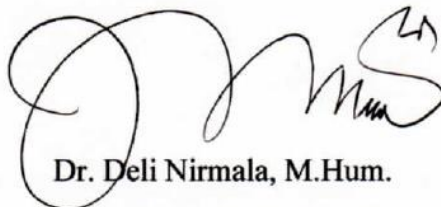
A THESIS

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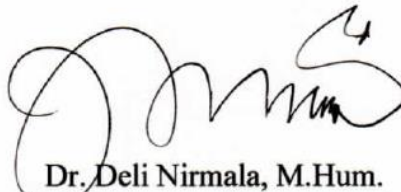


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DEDICATION

This thesis is dedicated to my parents, Bapak H. Ali Rosyidi and Ibu Hj. Ratna Baadilla, also my family who always support me in my ups and downs. Thank you for everything.

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All praise to Allah SWT for His blessing that has been given to me, so I can complete this thesis entitled “A Correlational Study between Motivation and Students’ Ability to Understand English Jokes”. This thesis is arranged to fulfill the requirements for the degree of Master of Linguistics from Faculty of Humanities Universitas Diponegoro.

I would like to thank you to all of those who have given me help and guidance so that this final project can be finished. Completion of writing of this final project the author would like to thank to:

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Finally, the writer realizes that this thesis still contains weakness. Constructive critics and suggestion given for the improvement of this final project are expected for the further study. I hope that this final project would be useful for the readers.

Semarang, 2019

The Writer

ABSTRACT

Many studies reveal the importance of implementing humor in teaching language. However, there are still little studies that discuss the students' understanding for jokes especially foreign jokes. This research project aims to find out the students' ability in understanding English jokes and correlating the ability with their level of motivation. This research used mixed quantitative-qualitative method with the help of SPSS for the statistical result and General Theory of Verbal Humor to analyze the pun that is more appreciated in this research project. The data of this research were collected from the fifth semester students of English Department in Dian Nuswantoro University. There are 67 students who are asked to complete the motivation questionnaire and rate the pun survey that the writer compiled using Likert scale. The result shows that there is a correlation that occurs between students' motivation and their ability in understanding English jokes with the relational strength medium. Furthermore, the students' ability in understanding English jokes reveal that they tend to appreciate the simpler puns that only have similar sound.

Keywords: correlational study, motivation, students' jokes understanding, English jokes, teaching EFL

INTISARI

Banyak penelitian mengungkapkan pentingnya menerapkan humor dalam pengajaran bahasa. Namun, masih sedikit penelitian yang membahas pemahaman siswa untuk lelucon terutama lelucon dalam bahasa asing. Penelitian ini dilakukan untuk mengetahui kemampuan siswa dalam memahami lelucon bahasa Inggris dan menghubungkan kemampuan tersebut dengan tingkat motivasi mereka. Penelitian ini menggunakan metode kuantitatif-kualitatif campuran dengan bantuan SPSS untuk hasil statistik dan Teori Umum Humor Verbal untuk menganalisis permainan kata yang lebih disukai dalam penelitian ini. Data penelitian ini dikumpulkan dari mahasiswa semester lima jurusan Sastra Inggris di Universitas Dian Nuswantoro. Terdapat 67 siswa yang diminta untuk mengisi kuesioner motivasi dan menilai survei *pun* yang disusun oleh penulis menggunakan skala Likert. Hasil penelitian menunjukkan bahwa ada korelasi yang terjadi antara motivasi siswa dan kemampuan mereka dalam memahami lelucon bahasa Inggris dengan tingkat keeratan hubungan sedang. Selain itu, kemampuan siswa dalam memahami lelucon bahasa Inggris menunjukkan bahwa mereka cenderung lebih menyukai permainan kata-kata sederhana yang hanya memiliki bunyi yang serupa.

Kata kunci: studi korelasional, motivasi, pemahaman lelucon siswa, lelucon bahasa Inggris, pengajaran EFL

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CHAPTER I

INTRODUCTION

This chapter explains background of the study. Furthermore, it also states the research questions, objectives and significances of the study, and limitation of the study. The writer also provides glossary and writing system in this chapter.

1.1 Background of the Study

Learning a language is not merely enriching the vocabulary and understanding the grammar of the language. People who learn a foreign language also need to learn the situation and the culture of the language. This fact shows that EFL students should also learn the culture of English which might be completely different from their native culture.

In order to learn the language, one should have a drive to achieve particular goal, for instance, being fluent in speaking foreign language. Although language aptitude and person's intelligence have significant role in acquiring the foreign language (Gardner and Lambert, 1972), motivation also plays important role for someone to fulfill their goal in learning the foreign language. By having high motivation, someone is able to learn the linguistic features of the foreign language, namely, vocabulary, syntax, grammar, morphology, and phonology (Gardner, 1985).

Gardner (1985) proposed the concept of motivation that is oriented to the purposes of the learners, whether it is to learn the language in order to enrich their knowledge – integrative motivation, or to achieve better education or better position in particular occupation – instrumental motivation.

Once the L2 learners are able to master the linguistic knowledge of the foreign language, they are able to communicate with the native speakers. If native speakers then consider that the L2 learners are fluent, the native speakers might interact deeper with the learners, assuming that the learners have the contextual knowledge and pragmatic knowledge (Dudley, 2017). However, the L2 learners could find the difficulties in communicating with native speakers since there are common expressions which are hard to be explained since they are culturally bounded. One of the cultural bounded expressions is jokes.

There are still little studies discussing the students' humor understanding in foreign language. Bell (2007, 2011), Poveda (2005), and Vaid (2006) assume that in order to understand humor, one should have both linguistic and cultural proficiency. In engaging with humor in foreign language, L2 learners might find it difficult to understand the jokes since they are culturally bounded and have implied meanings. Having different cultural custom of humor, for instance, the types of humor used in daily life and how often a particular type of humor used in conversation can affect the L2 learners' understanding of foreign jokes (Ruch and Forabosco, 1996).

However, feeling difficult to understand foreign jokes does not mean it is impossible for L2 learners to appreciate the jokes, though they only understand the jokes partially (Bell, 2007). The learners who are motivated to learn foreign language since they like the language might understand the foreign jokes better than those who learn the language only to pass the test. Gardner (1985) hypothesized that the students who have integrative motivation – learn since they like the

language - especially in learning a second language might have more chances in understanding the language deeper than those who do not have it. Furthermore, those who have integrative motivation might also have openness in learning the language situation and have positive attitude towards the language community.

As there are many studies that have shown the relation of humor with EFL students, there is still no study discusses the relation of the psychological factors in language acquisition with the humor understanding of EFL students in classroom context. This study aims to find out the EFL students' ability in understanding English jokes, and to further research, connecting the role of motivation which the students own with their understanding to English jokes.

1.2 Research Question

Learning English might be hard enough for some students, and it might be even harder to understand the text which has humorous effect in it since humor is culturally bounded. But those who are motivated in learning English might also learn the culture integrally. There are several research questions which the writer formulated from the background of the study of this proposal. The list of research questions is presented as follows.

1. How is the students' ability in understanding English jokes?
2. What kind of correlation that occurs between students' motivation and their ability in understanding English jokes?
3. What is the implication of humor within the classroom context especially in teaching?

1.3 Objectives and Significances of the Study

As the research questions of this study have been posed on the previous section, it shows the main objective of this study to find out the students' ability in understanding English jokes especially for the fifth semester students of English Department major in Dian Nuswantoro University. For the further details, the objectives of this study are presented as follow.

1. To find out the students' ability in understanding English jokes.
2. To find out the correlation which occurs between the students' motivation and the ability in understanding English jokes.
3. To show the way to implement humor within classroom context especially in teaching English.

Furthermore, the significances of this study are divided into two, theoretically and practically. There are two theoretical benefits which will be obtained through this study; the first benefit is the result of this study can contribute a better understanding for other researchers in the future especially in the use of jokes and humorous texts in EFL classroom. The second benefit is that the result of the research can be used as the reference for those who are interested in conducting research related to humor in EFL classroom.

In addition, this study will have two practical benefits for both English lecturers and the students. For the lecturer, this study will bring the benefit in understanding the humorous texts especially pun and how to use it properly in classroom to boost their motivation. For the students, the humorous texts will boost

their motivation in learning English more and even create some puns by their own so that they are able to apply their knowledge in English.

1.4 Limitation of the Study

The writer has to limit this research in several aspects in order to avoid the overlapping theories, undefined results, and misleading topics. There are several aspects which the writer determines including the theory which is used, the participants which are involved in this research, and what type of English jokes which are used in this study.

The theory which is used in this study as the theoretical framework is the Social Psychological Theory in Second Language Acquisition (SLA) by Gardner (1985). The reason to use it as the underlying theory is that the writer is eager to find out the students' psychological state in learning English which includes motivation (integrative and instrumental), attitude (positive and negative), and anxiety (high and low) by comparing them with the students' ability in understanding the English jokes. Moreover, the participants of this study are the Indonesian-EFL students in English major. The theory will be appropriate since they are not the native speakers of English.

The writer specifically determined the fifth-semester EFL students of English major in Dian Nuswantoro University as the population of this research. The fifth-semester students of English major are considered proper as the population of this study since they have taken several subjects namely Introduction to Literary Studies, Cross-Cultural Understanding, English Prose, English Poetry,

and Advanced Genre Based Writing. Furthermore, in their current semester, they are taking some subjects such as Introduction to Cultural Research, Sociolinguistics, English Prose Appreciation, and Translation and Culture. These subjects relate to the use of words in literature and sometimes, the humorous texts and jokes can be found.

Considering the humorous texts and the jokes which can be found in English literature and other fields, the writer decided to use paronomasia or pun as the English jokes to determine the students' understanding in English jokes. Pun is one of the wordplay types where the author creatively uses the polysemic words to create humor in her/his piece of writing. Pun is considered as the proper material to determine the students' understanding since pun uses various meanings of particular vocabulary which can show the students' ability in understanding not only the literal meaning of particular word but also the figurative meaning in particular situation provided in the puns.

To summarize, the writer limited this research specifically to the fourth-semester students of English major in Dian Nuswantoro University by using puns as the material to measure their ability in understanding English jokes. Furthermore, not only measuring their ability, the writer also compares the ability in understanding the jokes between the students with integrative motivation and those with instrumental motivation.

The writer was aware that there should be a connecting line from motivation to the students' humor understanding. Unfortunately, there is a lack of the data that is able to support this study, that is, the score of the students' language competence.

Nonetheless, this study aims to find out how the correlation between motivation and students' humor understanding directly, by not considering students' language competence. In order to fill the gap in the discussion section, the writer used previous studies that explain the correlation between students' language competence and humor understanding.

Since the subject of this study only involved the fifth semester students of English major in Dian Nuswantoro University, the result of this study cannot be generalized to other population than those who have been mentioned in this study.

1.5 Glossary

In order to give better understanding to the readers, the writer has provided several key terms which occur mostly in this research. The key terms include the definition of pun or paronomasia, integrative motivation, and instrumental motivation.

a. Pun or paronomasia

Pun is described as the humorous word which has multiple meanings. It can be based on the homophonic word, homographic word, or polysemic word. The context on the sentences also helps the pun word to show the humorous effect (Augarde, 2003; Giogardze, 2014).

b. Integrative motivation

Integrative motivation shows that the learners are open to learn the target language, or in this case, the second language, English. The learners are interested in learning the target language together with the target language

community so that the learners are able to communicate with the language community member, directly or indirectly (Gardner & Lambert, 1972).

c. Instrumental motivation

Differ to integrative motivation, instrumental motivation is described as the learners' will to learn the target language in order to achieve their goal, for instance, to pass the language exam or to get a new job (Gardner & Lambert, 1972)

1.6 Writing System

The writer divided this thesis into five chapters which are, introduction, literature review, research methodology, findings and discussion, and the last, conclusion.

In the first chapter, the writer explained background of the study of this thesis. Furthermore, the writer also provided the research questions, objectives and significances of the research, limitation of the study, glossary, and writing system to help the readers understand well about this study first.

Next, the second chapter provided the review of related literature about this study, namely previous studies and theoretical framework. Not only that, this chapter also states the hypotheses formula of this study.

The third chapter described the research method which the writer uses for this study. The chapter starts with design of the study and continues with the description of population and sample and research instrument. Then, the writer showed the validity and reliability of questionnaire and the research procedure of this study.

Lastly, this chapter is ended with the explanation of how the writer analyzes the data of this study.

The fourth chapter discussed the findings which are shown in this study, both in statistical and descriptive forms. It also presents the explanation of the findings which is elaborated with the related literature and previous studies.

At last, the fifth chapter summarized the result of the study and the suggestion for the future research.

CHAPTER II

LITERATURE REVIEW

This chapter reviews related literature concerning the research topics, theoretical framework underlying the study and hypotheses of the study. The details of related literature, theoretical framework, and hypotheses are presented as follows.

2.1 Previous Studies

The aim of this study is to reveal the correlation between students' motivation and their ability to understand English jokes. The writer uses puns to be the jokes that are presented to the respondents. Thus, the writer collected several previous studies to help the writer to conduct this research and to show the novelty that this study has.

The first study comes from Kao et. al (2016) who conducted a computational study discussing the computational model of linguistic humor in puns. Using phonetic puns as the data, they compute the puns and regular sentences up to 435 sentences to Google N-grams corpus to measure the ambiguity that serves as the humorous effect in puns. Then, they also compute whether or not the words both in pun and non-pun sentences deserve distinguished meaning by using Bayes' Rule. Not only that, they also asked 100 respondents from Amazon's Mechanical Turk to rate the sentences which both have regular and homophone words. The results show that puns that have higher ambiguity and distinctiveness from the regular sentences

lead to the higher funniness. In addition, pun sentences have words that support the funniness meaning to occur.

This paper helps the writer to consider the puns which are delivered in the writer's research. Not only using homophonic puns, the writer also uses homographic puns and polysemic puns. The authors of this paper explain the method of computing the puns very well. Unfortunately, they did not present their result of study in a brief way so that the writer needs to read the paper several times. On their discussion section, they described the related theories of humor and some previous studies to conduct their research, but they did not correlate the theories with their result of computation. This leads to the confusion to the reader.

Next, Gan (2015) tried to analyze the way puns that give humorous effect are constructed. Using Sperber & Wilson's Relevance theory, she analyzes puns that she collects. The result shows that the readers who read the puns can adjust their interpretation by giving some effort to relate the relevancy of the puns to the particular context.

Gan's paper supports the writer's reason to use puns as the media for this research since she mentioned on her paper that the use of puns can be found in advertisements, daily conversations, or riddles. The EFL students can also enjoy the puns in mentioned fields, just like native speakers do.

Moreover, as jokes are culturally bounded, Bell (2007) investigated how Pam and Judith who are two non-native speakers interacting with native speakers and how they react to the cultural humor that the native speakers deliver. This study investigates how the non-native speaker appreciate the foreign humor in cross-

cultural perspective. The data of this study are the recorded utterances up to two years of the subjects interacting with the native speakers. The author should identify, whether or not the utterances have the humorous effect there. The result shows that there are several aspects to consider when non-native speakers appreciate the foreign humor. In recognizing the foreign humor, one could change their perspective dynamically or even develop a new perspective towards the forms of humor. Next, the author also adds that in understanding and appreciating humor, there is a degree applied.

This study gives the writer an insight that investigating humor understanding could be identified not only from their language competence, but also from their cultural background and the subjects' humor preferences, whether or not the appreciate the foreign jokes.

Many studies reveal that the use of humor can help students to engage with the learning material. However, there is still little support from the studies of the students' humor understanding. Bell and Attardo (2010) illustrated the non-native speakers' humor experience which are mostly failed. The result shows that even high level of EFL speakers who can grasp not only the linguistic meaning but also the contextual meanings have difficulties in understanding and enjoying humor. They interviewed six adult non-native speakers of English and had them keep diaries on their failed humor. The participants revealed culture, vocabulary and the speed as the difficulties.

The paper shows that EFL speakers that have linguistic and cultural competence can also fail in understanding foreign humor. It leads the writer to

undergo the research correlating the psychological factors such as motivation with their foreign humor understanding.

Another study which is conducted by Bell et. al (2014) show the term *multicompetence students* to represent students who have language competence of not only one language but two languages. They investigated how multicompetence students are able to negotiate humor and language play in terms of contexts, interlocutors, and the tasks given. Their subjects are two multicompetence students, Faisal and Moussa who are from Saudi Arabia and Mali. They are English students in IEP (Intensive English Program). The data of this study is the recorded of one-year utterances that contain language play. The result shows that both Faisal and Mali are able to negotiate the language play and humor in foreign language. Moreover, they also succeed in adjusting their strategies and changing their social status from stranger to friend using language play and humor with the interlocutors.

In addition, the humor styles that the two subjects choose are quite different, depending on their personality. However, the subjects show the sensitivity of the context they are engaged in. They are fully aware to the use of humor in a function of social practice, whether to minimize or maximize the face-threatening. The authors of this paper also add that there are several contributing factors that help the subjects to communicate with the language play, namely, the situation, interlocutors, language-using experiences, and L2 proficiency.

The paper helps the writer to find out that not only cultural and linguistic competence that are involved when the students need to understand a particular humor, but situation and interlocutors, in spoken humor, can give different result to

the students. However, as the writer's study is in written form, interlocutors cannot be involved.

Hempelmann (2004) discussed the application of GTVH (General Theory of Verbal Humor) especially Script Opposition and Logical Mechanism that occur in pun. On his paper, he argues that there should be two types of script, namely script opposition (SOp) and script overlap (SOv). As Raskin (1985) states that for a humor to be considered funny, one should have two scripts that are opposed and overlapped. However, Hempelmann (2004) found that in pun, this is not always the case. Sometimes, the pun only has the script be overlapped but not be opposed. Another time, pun only has the similar sound words (Klangspiel) but not the similar meaning (Sinnspiel) (Hausmann, 1974).

This paper helps the writer to analyze the types of pun that the respondents of the research appreciate more and the pun that are less appreciated. Moreover, as pun is considered as a wordplay and also gives humorous effect, it is treated different from other types of humor. Since Hempelmann (2004) has stated that wordplay does not always give humorous effect. Furthermore, this paper gives better insight and the guideline to analyze the pun using GTVH.

In addition, Sileoni (2005) conducted an experimental research regarding to her thesis about the effect of humor in order to boost the motivation and the students learning score. By using a humor material integrally in the Italian language subject, she assumes that humor would help the students to carry out the learning process better. Unfortunately, two hypotheses which she formulated for this study are not accepted as humor could not boost the students' language score and motivation,

even it is supported that the students' motivation got decreased by the time this research had been conducted.

In her thesis, she presents a very strong theoretical framework related to theories of humor and the use of humor within EFL classroom. Unfortunately, she lacks in describing the data of her thesis and her discussion is very little. This thesis is also an inspiration for the writer to conduct a research about EFL students' humor understanding. By changing the arrow of the relation, the writer wants to find out whether or not those who have high motivation will have better understanding in foreign humor.

To support this research, the writer also adds several studies related to motivation in second language learning. Anjomshoa and Sadighi (2015) presented complete theories related about motivation. Firstly, they divide the motivation into categories based on the source of the motivation, namely, intrinsic and extrinsic motivation; and based on the purpose of the learner, whether it is integrative motivation or instrumental motivation. Next, they also discuss the current status of English in Iran which involves the educational level, economic status, and political reasons. In addition, due to prestige which English has, Iranians learn English in order to acquire better work and better educational opportunities.

Not only describing the theories about motivation, Anjomshoa and Sadighi also explain motivational theories in psychological views, namely, behavioral views, cognitive views, humanistic views, self-determination theory, and social cognitive theory. Then, they finally present the correlation of motivation in language learning using Gardner's motivational theory. This paper also presents

several examples of how to measure motivation based on the experts' theories namely Gardner's AMTB, and Classroom Friendly Models.

The paper helps the writer to gain more knowledge and insight about types of motivation that experts propose. It also leads the writer to use Gardner's type of motivation, namely, instrumental motivation and integrative motivation as one of the variables in this research.

In addition, Li & Pan (2009) conducted a survey to EFL students in China to find out those with higher integrative motivation perform better in language achievement. Furthermore, those with better achievement are aware of the achievement and interested in learning the language more.

This study gives the writer a good insight about the correlation between motivation and language achievement which can lead the students not only learning the language but also interested in learning the culture of the foreign language.

Lastly, Carrio-Pastor and Mestre (2014) delivered questionnaire asking about integrative motivation and instrumental motivation that the students have in learning language. The result shows that those with integrative motivation are more open to the language community and able to communicate with the language community members or the native speakers. On the other hand, those with instrumental motivation rarely get an opportunity to apply their knowledge about the target language since they tend to focus only to pass exam or get a decent job by learning the language. However, these two types of motivation could not be distinguished and isolated by each, as sometimes these types of motivation could overlap.

The last paper about motivation gives the writer insight that it is inevitable for the researcher to find out that there are students who have the same level of motivation from both integrative motivation and instrumental motivation.

From previous studies presented before, the studies mostly discuss the importance of using humor in the classroom, the uniqueness of puns, and the importance of motivation in language learning. These three main topics show the novelty of this research. The writer, in this study, aims to find out the correlation between EFL students' motivation with their ability in understanding the English jokes.

2.2 Theoretical Framework

2.2.1. Motivation in Language Learning

a. Definition of Motivation

As jokes are culturally bounded of language product, the students who have motivation in learning language might also understand jokes in English. Gardner and Lambert (1972) described motivation for language learning as follows: "Motivation for language learning is determined by the student's attitudes and readiness to identify with the language speaking community and by his orientation to the whole process of learning a second language" (p. 123).

Motivation is revealed as an essential factor to define the degree of success that the one has in second language learning. Gilakjani et. al (2012) determine that the success of any action depends on the effort that someone gives in order to reach the goal that they have set in the beginning.

Thus, motivation can be described as the combination of effort and desire in order to achieve a particular goal – in this case – to fulfill their goal in language learning. Effort alone does not indicate motivation. The motivated person spends effort towards the aim, but the person expending effort is not inevitably motivated (Gardner, 1985).

Motivation provides learners with an aim and direction to follow. Therefore, it is assumed that motivation is one of the important roles in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for learners to achieve effective learning. As Huitt (2001) stated that paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation, or those with motivation comes from themselves.

b. Types of Motivation

Motivation has become one of the salient factors in psychological factor of learning language. Thus, many researchers have defined motivation and classify it into different types regarding the source of motivation, and what goal they want to achieve.

Brown (2000) and Gardner (1985) classify the basic types of motivation into two, namely, integrative and instrumental. Gardner and Lambert (as cited in Gilakjani et. al, 2012) defines integrative motivation as the motivation that a person has for a personal growth and cultural enrichment, since she/he likes the language and there is a willingness to open to the language community. Someone who has

integrative motivation tend to learn the language and the culture more enthusiastically than those with instrumental motivation.

Instrumental motivation, on the other hand, is defined as the need to learn foreign language in order to gain the function of it. The function that is underlined for instrumental motivation is the external reasons to learn the foreign language, for instance, to pass exams or to get a decent job (Gardner & Lambert as cited in Gilakjani et. al, 2012).

In summary, students who learn foreign language do not merely understand or do the task diligently. They have certain goal that they want to achieve by learning foreign language, whether it is to affiliate with the native speakers; communicate with the language community; and engage with the culture (Oxford & Shearin, 1994), or to get a decent job or be promoted into a higher position on their occupation (Dornyei, 1990; Gardner, 1985).

2.2.2. Humor

a. Definition of Humor

Humor has always been considered as the informal code used by society to communicate with other people in a comfortable way. The use of humor, somehow, is limited to particular situation as Meyer (2000) has pointed out that the use of humor especially jokes in society could be the “double-edged sword”. But the further studies have shown that the use of humor could be in any situation with different purposes, for instance, to overpower others verbally, to criticize

the authority, or even to isolate particular person from the society (Billig, 2005; Kuipers, 2009; Bakhtin, 1984; Boskin, 1990).

Seligman and Peterson (as cited in Febriana, 2014) defined humor as a term which represents the funny events including the ability to see, interpret, enjoy, create, and deliver the incongruent matters. In addition, Thorson, et. al (as cited in Febriana, 2014) propose four aspects of sense of humor, namely:

- 1) Humor production. This aspect relates someone's ability to find out the ideas or even create the humorous material such as utterances, stories, or physical humor.
- 2) Uses of humor for coping. This aspect shows that humor is able to be used to face someone's crisis. It could be in a form of protection for rapid change and unstable situation. Moreover, humor could also be used as a "maintenance" to *sense of self*. Whereas, it is used to measure an "invisible range" of them with a particular problem; avoid the problem; and observe the problem in different point of view.
- 3) Social uses of humor. This aspect focuses on the use of humorous jokes or materials for social objectives.
- 4) Attitudes toward humor and humorous people. It is an act or feelings towards a particular humor or jokes, whether negative or positive, which is represented in feeling of happy, agreeing, or accepting.

b. Theories of Humor

i. General Theory of Verbal Humor

Talking about humor in this study makes it compulsory to discuss the theory which relates to humor. As it is already popular with the theory of humor in psychology and other aspects, linguistics also has its own theory relates to the humor namely General Theory of Verbal Humor (GTVH) which is proposed by Raskin and Attardo (1991). This theory is a revised version of Script-based Semantic Theory of Humor (SSTH) and considered as one of the six levels of independent Knowledge Resources (KRs). These KRs could be used to analyze the verbal jokes.

As Attardo (1994) has formulated the Knowledge Resources into six levels as follow.

- 1) Script Opposition (SO) refers to the theme of the jokes whether it is real or unreal, actual or non-actual, normal or abnormal, possible or impossible. In fact, this level is referred to the application of the Script-based Semantic Theory that is proposed by Raskin (1985).

In script opposition, each word activates the script which is related to the word semantically, and will be identified whether or not there is an opposed script that occurs in jokes that creates the humorous effect. Not only that, the opposed scripts should be contradict in technical sense (Attardo, 2001).

- 2) Logical Mechanism (LM) explains the mechanism which connects the different scripts into the joke.

- 3) Situation (SI) includes objects, activities, instruments or even properties needed to narrate the story.
- 4) Target (TA) identifies the actor(s) who plays the role of the joke. Usually it relates to the stereotypes to particular groups, people, or even professions.
- 5) Narrative Strategy (NS) refers to the type of narrative used to deliver the joke, whether it is the simple narrative story-telling, a dialogue, or a riddle.
- 6) Language (LA) contains the information used to show that the wording is important to lead the reader to the jokes attempted to be delivered. Later, Attardo (2017) has revised this knowledge resource into a part of the Narrative Strategy (NS).

These Knowledge Resources is used to identify the puns which are appreciated by the fifth semester students of Dian Nuswantoro University. As Raskin has stated that these KRs could identify any types of humorous texts according to the six levels.

In addition, if one could identify the humorous texts, they can also determine the similarities of the humorous texts have. This theory helps the writer to determine the most appreciated types of pun that the fifth semester students of English Department of Dian Nuswantoro University enjoy.

ii. Benign Violation Theory

Humor can be used in a widely range, for instance, to amuse people, to overpower someone verbally, to isolate particular person, or to criticize the authority (Billig, 2005; Kuipers, 2009; Bakhtin, 1984; Boskin, 1990). This type

of humor relates to irony or even sarcasm. But humor is a humor. It is always considered as something “harmless” since humor always brings laughter.

However, McGraw and Warren (2010) propose a theory where humor is actually a tool to mediate the violation of particular norm. The Benign Violation Theory integrates existing humor theory and builds on work by Tom Veatch (1998) to say that humor occurs only when three conditions are satisfied: (1) a situation is a violation, (2) a situation is benign, and (3) both of these appraisals occur simultaneously.

Violation is seen as a threat or something wrong which happens in a particular group and it against the norms or the ideology of that group. McGraw and Warren (2010) state that humor is sometimes is a form of the benign violation. The figure below shows how the benign violation portion takes place.

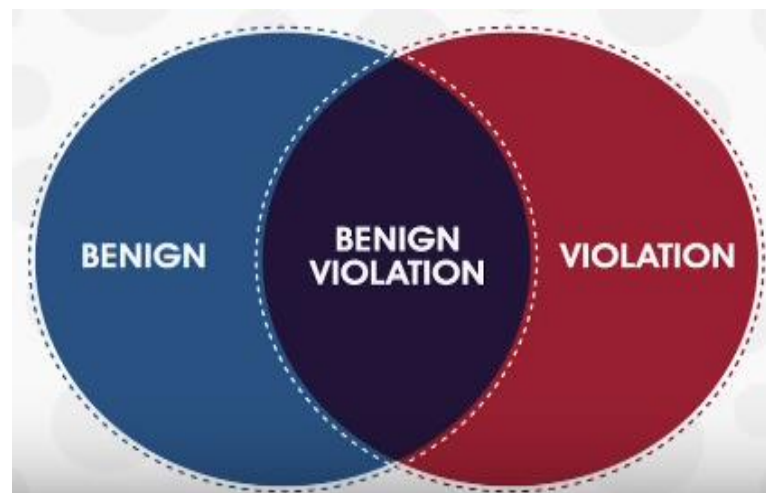


Figure 1. The Benign Violation Venn Diagram

(Adopted from McGraw & Warren, 2010)

According to McGraw and Warren (2010), there are three ways to benign the violations: (1) to not be strongly committed to the violated norm; (2) if it is

psychologically distant (occurs to someone else, happened a long time ago, or just doesn't seem real); (3) if there is some alternative explanation that somehow makes the violation seems alright.

The first way to benign the violation is to not be strongly committed to the violated norm. In this case, people who commit strongly to a particular norm will not enjoy the humor which uses the norm being violated. For instance, sexual related jokes are seen fine for some people. However, for people who commit to particular religion giving taboo for sexual talk, they might not enjoy the jokes or even feel disgusted.

Second, a joke or humorous event will be more appreciated if the person is psychologically distant from the humor object. For instance, some people enjoy slapstick comedy where they watch someone fall or hurt himself due to his own sloppy action. They are able to enjoy the slapstick comedy since the event does not occur to themselves. Thus, it is funny enough for people who do not experience the pain watching the slapstick comedy.

Another psychological condition for people to consider something is humorous is whether the event occurs in the past, present, or in the future. For instance, in stand-up comedy, it is very common for the comedians to deliver their miserable past story and mock themselves. They still think it is funny since it has happened in the past and there is nothing wrong to mock the bad past at the moment.

Then, the story which is not considered real or fantasy will be appreciated as humorous event. That is why, cartoons are categorized into comedy genre in

since most of the time, the characters and the story of the cartoon are not real. People who watch the cartoon will not take the story too seriously and think it is just a humor.

The last way to benign the violation so that it can be considered as humor is to give alternative reasons of the violation. This alternative reason can be vary depending on the norm which is violated.

In summary, in this theory, a violation can be seen as a humor if it can be benign but it is still in the “safe” area that people can tolerate the violation. Furthermore, people who are psychologically distant from the violation subject tend to appreciate it more in humorous way rather than feel disgusted because of it.

c. Humor Comprehension

Understanding humor is considered different with appreciating humor. Hay (2008) proposes four levels of humor appreciation as illustrated below.



Figure 2. The Process of Humor Appreciation

(Adopted from Hay, 2008)

In order to enjoy the humor, one should recognize at first whether or not the utterance is considered humor. Then, they need to understand the utterance both semantically and pragmatically, as Attardo (2001) states that humor consists of two aspects namely semantics of humor and pragmatics of humor.

The next level that someone need to pass is appreciation. Whether or not he wants to appreciate the humor positively or negatively. Then, in agreement level, he is able to agree or reject the humor, depending on his personal preference.

Attardo (2001) mentions that in order to understand humor, there are two aspects that should be considered, they are, semantics of humor and pragmatics of humor.

2.2.3. Paronomasia

Paronomasia or pun is widely known as one of the common word play which many people could enjoy in every language. The use of paronomasia in wordplay serves the humorous goal which can be found in a form which uses the linguistic features either at phonological, graphological, morphological, lexical, syntactic and textual levels.

Leppihalme (1997) has stated that wordplay involves several linguistic features namely pronunciation, spelling, morphology, vocabulary or syntax. In order to serve its goal to show the humorous effect, there should be a twist which is shown in ambiguous verbal wit, unusual orthographic, sounds and forms of the words. Not only giving the twist by breaking the grammar rules and other linguistic features, the context also plays a big role to visualize the pun since the pragmatic role should be fulfilled in particular context, for instance, humorous, satirical, sarcastic, etc (Giorgadze, 2014).

To add more definition about pun, Delabastita (1996) and Gottlieb (2005) describe pun and wordplay as the synonym and the use of these terms are interchangeable. On the other hand, Augarde (2003) quotes Henri Bergson statement about the definition of pun, which is defined as one of the types of wordplay, is described as an expression which offers two independent meanings on the surface structure but serves different contexts on the deep structure of the sentence.

There are several classifications of pun which are proposed by different experts. Delabatista (1996) and Gottlieb (2005) propose the types of pun as presented below:

1. Homonymy (identical sounds and spelling) – lexical; collocational; and phrasal homonymy.
2. Homophony (identical sounds but different spellings)
3. Homography (different sounds but identical spelling)
4. Paronymy (slight differences in spelling and sound)

Next, Yuan Chuandao in Giogardze (2014) classifies the types of pun not only from the form of homophonic word, but pun also needs context, manner of speech and logic. The following types of pun are presented as follow.

1. Homonymic pun (identical sounds and spelling)
2. Lexical meaning pun (polysemantic words)
3. Understanding pun (through the particular context implied meaning of a sentence is revealed)

4. Figurative pun (a simile or a metaphor as its surface meaning and the figurative meaning as its deep meaning)
5. Logic pun (a rhetorical device, a kind of implication in a particular context)

Furthermore, Giogardze (2014) also classifies the types of pun into three different types. The further details about the classification are shown as follow.

1. Lexical-semantic pun. As it is mentioned before that pun creates ambiguity, in this type of pun, the ambiguity may be produced from homonyms – where the word is spelt and pronounced in the same way but serve different meanings, homophones – where the words are pronounced in the same way but neither meanings nor spelling are the same, and the last is polysemantic words.
2. Structural-syntactic pun. The ambiguity is produced in this type of pun when a complex phrase or a sentence can be interpreted in more than one way.
3. Structural-semantic pun. This type of pun creates the ambiguity when a word or concept has an inherently diffuse meaning based on its widespread of informal usage. For instance, the use of idiomatic expressions whose definitions are rarely or never well-defined, they are presented in the context of a larger argument which draws a particular conclusion.

Pun is usually shown as a one-liner joke where the pun should show the humorous effect only in the one-line sentence and not more than that.

2.2.4 Humor in Classroom

Learning a new language in classroom context especially together with other people might arise someone's anxiety since they are afraid in how people would see them when they could not meet the requirement which the classroom has set to show that someone is successful in learning.

The feeling of anxiety, which some experts have conducted research about, could affect the successfulness of someone's language learning, even though that is not always the case. As there are so many cases related to the students' psychological status affect their language score, experts have given many thoughts to overcome this problem, and one of them is using humor in classroom.

Oxford and Shearin (1994) have pointed out that humor is used to show the students that the L2 classroom is a welcoming place and has positive environment so that their anxiety level will not spike up.

At a more material level, humor would be particularly useful in the foreign language classroom since it is bounded to involve higher cognitive thinking activities among which, hypothetically speaking, we see included: evaluation of stimulus, language play, and retention of material– especially new material – and its consequent recall. Thus, once the EFL students are able to comprehend the jokes, they are able to understand its cultures and it might help them to learn English better (Ziyaeemehr, Kumar, & Abdullah, 2011, p. 114).

From the previous studies and related theories presented before, the writer creates a figure of the process of students in understanding foreign humor:



Figure 3. Relation Pattern in Understanding Humor

The above figure depicts the relation of social psychological factors in learning language, namely, motivation; attitude; and anxiety with linguistic and cultural competence of the EFL students. The social psychological factors affect the degree of both linguistic and cultural competence. Then, these competences play big role for students in understanding humor in foreign language. The use of humor in language classroom context can boost the students' motivation and attitude, and lower the anxiety which the students have.

This study tries to find out the correlation between social psychological factors, especially motivation with the EFL students' understanding of foreign humor. The writer wants to find out whether motivation can directly correlate its role with the students' humor understanding. Furthermore, this study neglects the relation of the linguistic and cultural competence that EFL students should have to understand the humor.

2.3 Hypotheses

There are two hypotheses which will be tested in order to answer the research questions of this study. The hypotheses are listed below.

H₀₁ : There is no correlation between the students' motivation and their ability in understanding English jokes

H₀₂ : There is no significant difference between the students with integrative motivation and those with instrumental motivation in understanding English jokes

CHAPTER III

RESEARCH METHOD

The third chapter describes the research method which the writer uses for this study. The chapter starts with design of the study and continues with the description of population and sample and research instrument. Lastly, this chapter is ended with the explanation of how the writer analyzes the data of this study.

3.1 Design of the Study

This study is a descriptive study with mixed of qualitative and quantitative data. Quantitative data of this study is the Likert-scale questionnaire which is computed using SPSS and the qualitative data of this study is taken from the survey which the respondents answered together with the questionnaire.

3.2 Population and Sample

In this study, the writer chose the fifth-semester students of English Department from Dian Nuswantoro University as the population with total number of 92 students. The purposive sampling method was used since the students meet the requirements which the writer has stated in limitation of the study.

The sample taken from this population was two classes from the English Department, namely Linguistics class and Translation class. In Linguistics class, the number of students taken as respondents were 30 students while in Translation class 37 students were taken.

3.3 Research Instrument

The instrument which was used in this study was divided into two parts, namely motivation questionnaire, and pun survey. In motivation questionnaire, the items were adapted from Gardner's Attitude/Motivation Test Battery English version (2004). The writer had to filter and modify the statements from Gardner's AMTB in order to meet this research's objectives. Out of 104 statements, the writer compiled a 28-item questionnaire.

Next, the writer collected puns from the internet which involves the homophonic puns, polysemic puns, and homographic puns. Out of 100 puns, the writer chose 21 puns to be presented as the pun survey for the research subjects.

3.4 Data Collecting Technique

The data which was collected from this study was taken using the research instrument which was divided into two, namely, motivation questionnaire and pun survey. They served different purposes in this study.

Motivation questionnaire which consisted of 28 items was measured using Likert scale from 1 to 5. The value 5 to 1 serves from very true (5), true (4), so-so (3), not true (2), and not true at all (1). Moreover, the pun survey which consisted of 21 items also used Likert scale to represent the subjects' statements from 5 to 1. The value of 5 to 1 served from very funny (5), funny (4), neither funny nor unfunny (3), not funny (2), and not at all funny (1).

For both research instruments, the number value acted as the score which was computed into SPSS as the statistical tool in this research. The motivation score of

each subject described the motivation degree and what type of motivation which the subject had. Meanwhile, the pun survey acted as the proof of the subject's humor understanding data.

Before delivering the research instrument to the sample respondents, the writer needed to conduct a tryout of the instrument in order to check the validity and reliability of the questionnaire.

3.4.1 Validity of Research Instrument

In order to be sure about the research instrument, the writer needed to check the validity of the research instrument. The writer used IBM SPSS Statistics 21 Windows version to compute the validity test. The writer computed the validity test with Corrected Item-Total Correlation method in SPSS with correlation value is equal to or bigger than 0.250 (Azwar, 2013).

3.4.2 Reliability of Research Instrument

Reliability test is conducted in order to check the consistency of the research instrument whether it is reliable or not. The most used reliability test is Cronbach's Alpha which shows the value from 0 to 1. It is stated that when the significance value which is represented in decimal form is bigger than 0.6 or near the value 1, the reliability value of the research instrument is good or even excellent (Azwar, 2013).

In order to get more information from the respondents about their jokes understanding, the writer also conducted unstructured interview to some of the respondents. The writer collected the information from 12 respondents in total. From linguistic class, the writer interviewed 5 respondents. While in translation class, the writer took 7 respondents to be interviewed.

3.5 Data Analysis

The writer takes two steps, namely assumption testing and hypotheses testing. These steps are taken since the writer computes the data using IBM SPSS 21.00 Windows Version which later is described in a description form.

In assumption testing, the writer will conduct linearity test and normality test of the data. Linearity test acts as the prerequisite test before the writer analyzes the data using Pearson Correlation since it is used to check whether or not the two variables have a linear correlation. The data will be considered linear if the significance value is bigger than 0.05.

Next, the normality test is used in order to know whether or not the data distribution of this research normal. In normality test, the data will be considered normal if the significance value is bigger than 0.05.

Once the assumption testing has been conducted, the writer may advance to the hypotheses testing. There are two hypotheses which are tested in order to answer the research questions of this study. The hypotheses are listed below.

H_{01} : There is no correlation between the students' motivation and their ability in understanding English jokes

H₀₂ : There is no significant difference between the students with integrative motivation and those with instrumental motivation in understanding English jokes

To test the first hypothesis, the writer computed the students' motivation score with their score in the pun survey using Pearson correlation. The result will show the significance value in decimal form. The null hypothesis will be rejected if the significance value from the output is smaller than 0.05.

Next, to test the second hypothesis, the writer first divided the students with integrative motivation and those with instrumental motivation based on the questionnaire delivered before. Then, the writer computed their score using One Way ANOVA since there are three groups namely integrative group, instrumental group, and mixed group. Similar to the first hypothesis, the null hypothesis will be rejected if the significance value from the output is smaller than 0.05.

CHAPTER IV

FINDINGS AND DISCUSSION

The fourth chapter discusses the findings which are shown in this study, both in statistical and descriptive forms. It also presents the explanation of the findings which is elaborated with the related literature and previous studies.

4.1 Data Description

The research was conducted to the fifth semester students of English Program of Dian Nuswantoro University in the academic year of 2019/2020. The research was conducted from September 25th, 2019 until October 2nd, 2019. The sample of this research was taken by purposive sampling technique. The writer took 67 participants as the sample. The sample was collected from two different classes namely Linguistics class which serves 30 students and Translation class which serves 37 students. The further detail of the participants is presented as follows.

Class	Male	Female	Total	%
Linguistics	4	26	30	45%
Translation	14	23	37	55%
Total	18	49	67	100%
%	27%	73%	100%	-

Table 1. The Details of Sample of the Study

It can be seen from the above table that the number of the students from linguistics and translation classes are almost equal, with percentage of 45% and 55% consecutively. However, the gender distribution from the sample is not quite

equal. Male students get 27% from the total number of the sample while the female students get 73% of the portion.

To collect the data of this research, the writer provided a questionnaire which consisted of the statements related to motivation theory which Gardner and Lambert have proposed. This questionnaire was used to measure their level of motivation. Next, the writer also presented the list of puns which later the respondents needed to choose whether the puns were funny or not for them. The list of puns acted as the jokes understanding meter for the respondents. The writer asked the respondents of this study to complete the questionnaire in 20-25 minutes including completing their personal information.

This research project followed the research procedure which included pre-research, research, and post-research.

4.1.1 Pre-research

In pre-research stage, the writer completed several steps which were needed namely administrative matters and research instrument. The writer needed to complete the administrative matters in order to get permission in conducting a research in Dian Nuswantoro University.

The writer turned in two letters for Dian Nuswantoro University on September 23rd, 2019. One was sent to the Dean of the Faculty of Humanities with number of letter 2066/UN7.5.6/PP/2019. Another letter was sent for the Head of English Department with number of letter 1972/UN7.5.6/PP/2019. The writer got the permission to conduct the research on September 24th, 2019.

Next, once the writer got the permission, she compiled and adapted several questionnaire models which is suitable for this research. The model which was taken is the Attitude/Motivation Test Battery (AMTB) by Gardner (2004). The questionnaire consisted of 28 items which include Integrative Motivation (9 items), Instrumental Motivation (4 items), Attitude (11 items), and Anxiety (5 items). The deployment of the blueprint of the questionnaire items are presented below.

Aspects	Indicators	Items		Total	(%)
		F	UF		
Integrative Motivation	Willing to be open when learning English	9	0	9	32%
Instrumental Motivation	Focusing on a certain goal when learning English	4	0	4	13%
Anxiety	Feeling nervous when speaking English	1	4	5	17%
Attitude	Liking the English language community	10	1	11	39%
Total		23	5	28	100%

Table 2. Blueprint of Item Distributions for Motivation Questionnaire

In order to be sure that the instrument was valid and reliable, the writer conducted a tryout before distributing the questionnaire to the real sample. 17 students of Literature class were asked to complete the 28-item questionnaire in 20 minutes. From the answered questionnaire, the writer computed the data using IBM SPSS 22.0 Windows version to test the validity and reliability of the questionnaire

From the result, the writer removed 10 items out of 28 items from questionnaire since they were invalid based on their significance values which could not pass 0.250 (Azwar, 2013). Before the invalid items were taken out, the

reliability value of the questionnaire was 0.714. It can be seen from the table below, that the number of items is 29 includes the Total table.

Cronbach's Alpha	N of Items
0.714	29

Table 3. Reliability Test before Invalid Item Taken Out

The writer then took out the invalid items from the questionnaire and re-computed the data. The result shows that there was an increase in reliability value after the invalid items were taken out. The table below shows the result.

Cronbach's Alpha	N of Items
0.744	19

Table 4. Reliability Test after Invalid Items Taken Out

The writer arranged the validated item questionnaire into a better form so that the real sample would be easier to answer it. The item distribution of the new validated research question is presented as follows.

Aspects	Indicators	Items		Total	(%)
		F	UF		
Integrative Motivation	Willing to be open when learning English	5	0	5	28%
Instrumental Motivation	Focusing on a certain goal when learning English	3	0	3	17%
Anxiety	Feeling nervous when speaking English	1	0	1	5%
Attitude	Liking the English language community	8	1	9	50%
Total		17	1	18	100%

Table 5. Item Distributions for Motivation Questionnaire

Next, the writer also composed a 21-item list of puns for the students to be measured whether the puns are funny or not for them. In order to scale their

statements, the writer used Likert scale from very funny (5), funny (4), neither funny nor unfunny (3), not funny (2), and not at all funny (1).

The writer used internet as the source to find general puns which foreigners could enjoy and still have cultural background in their lines. The puns included homophonic puns, homographic puns, and polysemic puns.

4.1.2 Conducting Research

The writer collected the data twice from Dian Nuswantoro University. The first was on September 26th, 2019 where the respondents for this study were 30 students of Linguistics class. Next, the second one was held on October 2nd, 2019 where the respondents are 37 students of Translation class.

The writer distributed the questionnaire for the respondents to be filled in for 20-25 minutes. In the meantime, there was no difficulties which the respondents faced when filling in the questionnaire.

4.1.3 Post-research

In post-research stage, the writer had to filter and computed the questionnaire which the respondents filled in into numerical data so that the writer was able to test her hypotheses statistically.

In this stage, the writer had several findings which related to this study and also discussions which might help the readers to understand and have new insight about the role of motivation in understanding jokes in foreign language.

4.2 Data Analysis

Since this study was descriptive qualitative-quantitative study, the writer needed to test her data using statistical tools which later should be explained briefly in a descriptive form. There were two steps which the writer too in order to analyze the data namely assumption testing and hypotheses testing. Each step was explained briefly as follows.

4.2.1 Assumption Testing

Assumption testing should be conducted as the pre-requisite of some hypotheses testing which the writer conducted in the next discussion. There were several assumptions testing which the writer conducted to meet the requirement namely, normality testing, linearity testing, and homogeneity testing.

a. Normality testing

Normality testing is used in order to know whether the distribution of the data is normal or not. This assumption test decided whether or not the writer needed to take a parametric or non-parametric test to execute the hypotheses testing.

In this data, there are two main hypotheses which are tested with different data. This leads to normality testing which is conducted twice since it is a requirement before the writer advances to the hypotheses testing.

The first null hypothesis states that *“there is no correlation between the students’ motivation and their ability in understanding English jokes”*. The writer then needs to test two variables namely Motivation in general and Jokes Understanding. The table below shows the result of the first normality test.

One-Sample Kolmogorov-Smirnov Test

		Motivation	Jokes_Understanding
N		67	67
Normal Parameters ^{a,b}	Mean	71,27	67,66
	Std. Deviation	7,728	11,371
	Absolute	,101	,084
Most Extreme Differences	Positive	,064	,050
	Negative	-,101	-,084
Kolmogorov-Smirnov Z		,826	,686
Asymp. Sig. (2-tailed)		,502	,735

Table 6. Normality test for first hypothesis

If the significance values appear for both Motivation and Jokes Understanding exceed 0.05, the data distribution is considered normal. It can be seen that Motivation has 0.502 which is bigger than 0.05 and Jokes Understanding which exceeds 0.05 by having 0.735 as its significance value. This result leads the writer to conduct a parametric test for the first hypothesis testing namely Pearson Correlation.

In second null hypothesis of this study, the writer states that *“there is no significant difference between the students with integrative motivation and those with instrumental motivation in understanding English jokes”*. From the hypothesis, there will be three variables namely integrative motivation, instrumental motivation, and jokes understanding.

There are three aspects from psychological factors in SLA which involves motivation, attitude, and anxiety. The writer solely focuses on the motivation aspect to find out whether their integrated and instrumental motivation have significant difference to each other.

The writer needs to compute the statements from questionnaire items for the motivation aspects namely item number 4, 5, 8, 9, 10, 11, 12, and 13. Number 4, 8, and 11 represent the instrumental motivation while number 5, 9, 10, 12, and 13 represent the integrated motivation. But before testing the second hypothesis, the writer needs to conduct the normality test for the motivation data. The result is shown below.

One-Sample Kolmogorov-Smirnov Test			
		Instrumental_ Motivation	Integrated_ Motivation
N		67	67
Normal Parameters ^{a,b}	Mean	12.22	20.76
	Std. Deviation	1.748	2.850
	Absolute	.149	.126
Most Extreme Differences	Positive	.101	.068
	Negative	-.149	-.126
Kolmogorov-Smirnov Z		1.220	1.032
Asymp. Sig. (2-tailed)		.102	.237

Table 7. Normality test for second hypothesis

From both significance values which are shown above, the writer interprets that both instrumental and integrative motivation are distributed normally. Thus, the data could be computed to check the difference using One Way ANOVA since the writer groups the students into three categories namely students with integrative motivation; instrumental motivation, and students with equal motivation.

b. Linearity testing

This assumption test is conducted as the pre-requisite step to conduct Pearson Correlation to test the first hypothesis.

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
(Combined)			5137,813	26	197,608	2,328	,008
Jokes	Between	Linearity	1763,296	1	1763,296	20,773	,000
_Unde	Groups	Deviation	3374,516	25	134,981	1,590	,093
rstandi		from					
ng *		Linearity					
Motiva	Within Groups		3395,292	40	84,882		
tion	Total		8533,104	66			

Table 8. Table of linearity testing

From the table, it can be seen that the significance value of Deviation from Linearity is bigger than 0.05, which is 0.093. It is concluded that there is a linear correlation between motivation (independent) and jokes understanding (dependent). This result advances the writer to conduct Pearson Correlation as the tool to test the first hypothesis.

4.2.2 Hypotheses Testing

As the writer has presented the hypotheses of this study in chapter two, the writer needs to test the hypotheses in order to find out the result of this study. In order to test the hypotheses, the data should pass the assumption test which has been discussed in the previous section. The formula of the null hypotheses of this study are presented as follow.

H_{01} : *There is no correlation between the students' motivation and their ability in understanding English jokes*

H_{02} : *There is no significant difference between the students with integrative motivation and those with instrumental motivation in understanding English jokes*

a. Testing the first hypothesis

The writer has followed the procedures of testing the hypotheses using SPSS. In first hypothesis, the writer has conducted Pearson Correlation to find out the correlation which occurs between the students' motivation and their ability in understanding English jokes.

Correlations		
		Jokes_Understanding
Motivation	Pearson Correlation	,455**
	Sig. (2-tailed)	,000
	N	67

** . Correlation is significant at the 0.01 level (2-tailed).

Table 9. Result of Pearson Correlation test

The writer's hypothesis states that there is a correlation between students' motivation and their English jokes understanding. It can be formulated below.

H_0 : There is no correlation between students' motivation and their English jokes understanding

H_a : There is a correlation between students' motivation and their English jokes understanding

As the significance value shown is 0.000, H_0 will be rejected if the significance value shown is smaller than 0.05. Since $0.000 < 0.05$, thus it can be concluded that there is a correlation between students' motivation and their English jokes understanding.

Furthermore, the Pearson correlation shows the value of 0.455. According to Sugiyono (2010), value of 0.455 is considered intermediate relationship since it is owned in state 0.40 – 0.599.

b. Testing the second hypothesis

In this study, the writer wants to find out whether or not there is a difference in understanding English jokes for the students with integrative motivation and those with instrumental motivation.

In order to find out the difference, the writer computes the data of motivation group and their jokes understanding score to One Way ANOVA. But before compute the data, the writer needs to categorize the students into the types of motivation based on their tendency score.

To categorize the students into a particular group, the writer uses the categorization guideline proposed by Azwar (2012). The guideline of the categorization is presented as follows.

1. Five-category criteria

- Very Low: $X < \text{Mean} - 1.5SD$
- Low: $\text{Mean} - 1.5SD < X < \text{Mean} - 0.5SD$
- Intermediate: $\text{Mean} - 0.5SD < X < \text{Mean} + 0.5SD$
- High: $\text{Mean} + 0.5SD < X < \text{Mean} + 1.5SD$
- Very High: $\text{Mean} + 1.5SD < X$

Where Mean is the average score of the group and SD means Standard Deviation in this group mean.

2. Three-category criteria

- Low: $X < \text{Mean} - \text{SD}$
- Intermediate: $\text{Mean} - \text{SD} < X < \text{Mean} + \text{SD}$
- High: $\text{Mean} + \text{SD} < X$

The writer uses five-category criteria to categorize the students, grouping them into Integrative and Instrumental group, and the result is shown as follows.

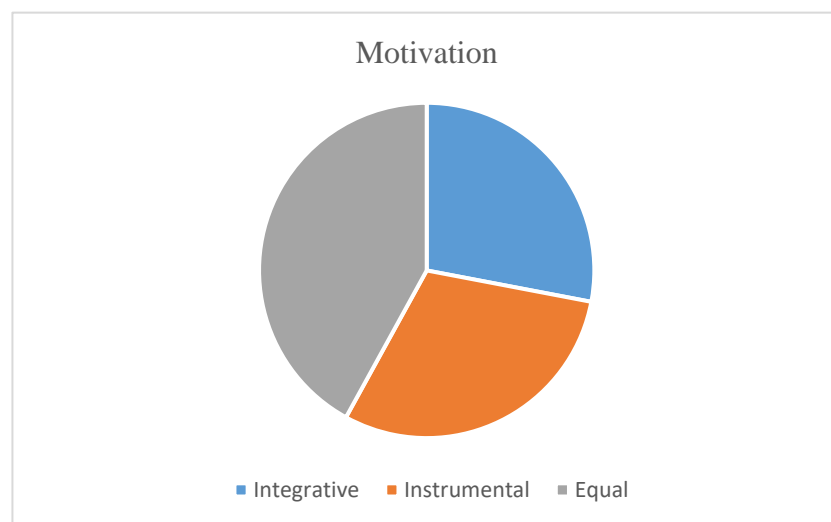


Figure 4. Pie-chart of Motivation Groups

The result of categorization shows that there are three groups of motivation namely Instrumental group, Integrative group, and the last is Equal group where the students have the same level of integrative and instrumental motivation.

The writer then uses One Way ANOVA to calculate the difference which occurs between the three groups. The result is described as follows.

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	75.971	2	37.986	.287	.751
Within Groups	8457.133	64	132.143		
Total	8533.104	66			

Table 10. The result of the motivation groups in understanding jokes

From the ANOVA table, it can be seen that the significance value is 0.751. The formula is that there is a significant difference between groups if the significance value is less than 0.05. But the significance value in this study is 0.751, thus it shows that there is no significant difference between groups in understanding the jokes.

4.3 Findings and Discussion

In this section, the writer presents the findings which are involved when the writer analyzes the data including the hypotheses testing, and discusses them further with elaborated theory and previous studies. Each finding is discussed separately to help the readers understand this thesis better.

4.3.1 Motivation in English

In this section, the writer presents the findings related to the motivation of the respondents towards English language and their condition in classroom context. The writer also provides explanation related to the findings to give the reader a deeper understanding about this study.

The writer's initial aim was only to compare the group of instrumental motivation with the group of integrative motivation. However, the data that the writer collected gives different result.

The table below shows the details of statistical results that are given from the respondents to each type of motivation.

Statistical Results	Instrumental Motivation		Integrative Motivation	
	Hypothetically	Empirically	Hypothetically	Empirically
Min. Score	3	9	5	15
Max. Score	15	15	25	25
Mean	9	12.22	15	20.76
Standard Deviation	5	1.748	5	2.850

Table 11. Statistical results of Instrumental and Integrative Motivation

The statistical results of the table are divided into two parts, namely hypothetical result and empirical result. Hypothetical result is the result that is expected hypothetically from a particular questionnaire. For instance, the hypothetical minimum score is 3 since there are three items for instrumental motivation. As the writer has mentioned the scale that is used in this study is Likert scale from 5 to 1, the minimum score of each item is 1. Thus, the hypothetical minimum score for instrumental motivation in questionnaire item is 3.

Meanwhile, the empiric statistical result is the result that is real collected from the questionnaire. The empiric minimum score of instrumental motivation is 9, it means that the respondents answered each questionnaire items for instrumental motivation in scale 3, that is, partly true and partly untrue.

The statistical results helped the writer to categorize the motivation into several level. The writer computed the result of motivation questionnaire based on the total score of the instrumental and integrative motivation. Next, the writer categorized the score based on the Azwar's (2012) categorization with five categories, namely, very high, high, intermediate, low, and very low level of motivation.

The writer needed the mean of each type of motivation and their standard deviation values. Then, from the Azwar's (2012) guidelines, the writer categorized the data into five different categories. The categories are shown as below.

Category	Motivation	
	Instrumental	Integrative
Very High	$14.85 < X$	$25.04 < X$
High	$13.1 < X < 14.85$	$22.19 < X < 25.04$
Intermediate	$11.34 < X < 14.85$	$19.33 < X < 22.19$
Low	$9.59 < X < 11.34$	$16.48 < X < 19.33$
Very Low	$X < 9.59$	$X < 16.48$

Table 12. The categorization of the motivation type

The figure below shows the difference between the instrumental and integrative motivation that each student has.

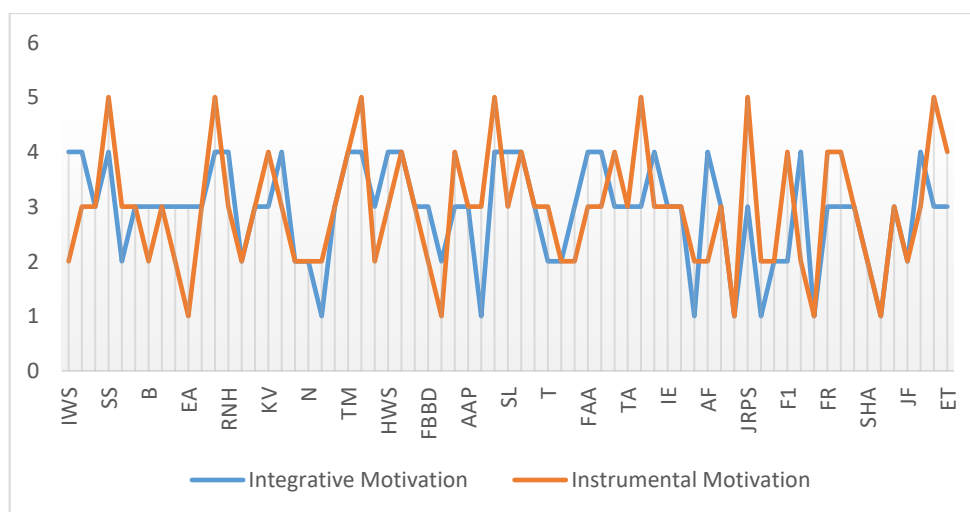


Figure 5. The comparison between Instrumental and Integrative Motivation

The writer found that there are a lot of students who have instrumental and integrative motivation being overlapped. Thus, the writer needed to determine whether the student's tendency lies to instrumental motivation or integrative

motivation, or even in between. The writer manually determined the student's type of motivation. The further detail is shown at the table below.

Level of Motivation	Integrative Motivation	%	Instrumental Motivation	%
Very High	0	0%	7	10%
High	19	28%	10	15%
Intermediate	30	45%	27	40%
Low	11	16%	18	27%
Very Low	7	10%	5	7%
Total	67	100%	67	100%

Table 13. The list of Motivation Tendency of the students

From the table, the greatest number of the students fall into intermediate group for both instrumental and integrative motivation. The writer needed to group the students into three different groups, namely, instrumental motivation, integrative motivation, and equal motivation. Surprisingly, the greatest number of students are grouped in equal motivation with total number of students 28 students. Next, instrumental group is placed second with total number of students is 20, and followed by integrative motivation with 19 students. The following table illustrates the distribution of the students into three different groups of motivation.

Group of Motivation Type	Number of Students	%
Integrative Motivation	19	28%
Instrumental Motivation	20	32%
Equal Motivation	28	40%
Total	67	100%

Table 14. Details of students' type of motivation

It is not surprising to see that there are students who have both types of motivation equal. Anjomshoa & Sadighi (2015) state in their paper that these

two types of motivation cannot be distinguished from each other exclusively. Furthermore, the probability of the students' success in achieving their goal in learning English is equal between the both types of motivation, namely instrumental and integrative motivation. Thus, it is not rare to see that there are students who have both types of motivation altogether. For instance, a student might need to learn English since she needs to pass the exam but she also likes the culture of English such as the particular expressions that should be used in daily life.

Anjomshoa & Sadighi (2015) see the combination of both instrumental and integrative motivations as the best combination to succeed in learning the foreign language. Since the situation will be depicted as a person who is open to the language community, but thriving to achieve a better life through learning the language.

From this research, the writer finds out that there are three groups of motivation types when learning English as the foreign language. To add further information about motivation, the writer also categorizes the level of motivation in general. Alike the previous categorization, the writer also uses Azwar's (2012) categorization method, with only three level. The table below is the criteria that should be fulfilled to be categorized into three different levels.

Level of Motivation	Criteria
High Level	$37.8 < X$
Intermediate Level	$28.9 < X < 37.8$
Low Level	$X < 28.9$

Table 15. Level of students' motivation in general criteria

The writer categorized the respondents' score of motivation into three different levels of motivation in general. The criteria that is used for three-level of category is simpler than one that uses five-level of category. The three-level of category use mere mean and standard deviation of the motivation score. The writer then categorizes the students into the three-level of motivation. The table below is the result of the categorization.

Level of Motivation	Number of Students	%
High Level	7	10%
Intermediate Level	49	73%
Low Level	11	17%
Total	67	100%

Table 16. Level of students' motivation in general

More than half of the total respondents is classified into intermediate level. Reece & Walker (1997 as cited in Gomleksiz, 2001) state that motivation is one of the essential factors in order to succeed in learning the foreign language. They argue that even though a student is not an excellent student, if she/he is highly motivated, then it is possible for her/him to succeed in learning the foreign language.

Motivation, is a choice whether or not to engage more with the language and be persistent in learning the foreign language that is based on personal's interest, relevance, expectancy, and outcome (Crookes and Schimiedt, 1991 as cited in Gomleksiz, 2001). However, to maintain a motivation is not an easy task, as it should be worked from both ends, they are, the students and the teacher (Shulman, 1986 as cited in Gomleksiz, 2001).

There are several strategies that the teachers use to support the students to succeed in learning the foreign language. Whether to give the variation in teaching method or the teaching material. Recently, many studies discuss the importance of inserting humor within the classroom context. The claim states that humor could lower the students' anxiety and boost their motivation in learning the language, since they do not feel afraid to take the initiative (Mingzheng, 2012, Hodson, 2014; Al-Sudairi, 2018).

However, it is also important to consider several things before integrating humor in teaching learning process. It is important to pay attention to the relevancy of the humor to the material, appropriateness to the students' linguistic level, and the use in a careful manner (Kim and Park, 2017).

It means that the teacher also needs to know whether or not the students are able to understand the humor or the jokes especially in foreign language.

4.3.2 Ability in Understanding English Jokes

In this part, the writer presents the findings related to the respondents' ability in understanding English jokes using pun. Furthermore, the writer also analyzes the type that is more appreciated by the respondents and one that is less appreciated.

First, the writer needed to find out whether the students as the respondents of this study has similar interest in joke. The writer computed the score of pun survey, that represents the joke understanding in this study, into IBM SPSS Statistics 21 Windows version. The test that the writer used to find out the similarity is Homogeneity test.

It can be seen from the homogeneity test below. The distribution for Jokes understanding is not homogenous. It is assumed that not all students could enjoy the same jokes, even though they have high motivation in studying English.

Test of Homogeneity of Variances			
Jokes_Understanding			
Levene Statistic	df1	df2	Sig.
2,761	18	40	,004

Table 17. Result of homogeneity test of jokes understanding

From the table above, the significance value shown is 0.004, and if it is smaller than 0.05, it is concluded that the sample don't have the same variance.

Bell et. al (2014) explain that EFL students are able to negotiate with the humor and the language play. Furthermore, they are also able to adjust with the humor styles that suit with their own personality.

In this study, the writer finds that not all respondents agree to rate a particular pun funny. They have their own preference in enjoying humor. Furthermore, the culture that is delivered within the pun and how often a particular type of humor is issued also play big role in L2 students' understanding (Ruch and Forabosco, 1996).

The writer finds that there are several respondents that still find the puns delivered to them are funny, but only partially understand it. It is shown from the comments that they give in the questionnaire sheet and they delivered orally. The pun [6] "*Why fish are so smart? Because they live in school!*" has several comments related to the interpretation of it. Several respondents stated that not every school has a fish pond or aquarium, but he still finds it hilarious.

The similar situation is also happened to pun [5] “*Why do eggs hate jokes? The answer cracks them up!*”. Some of them think it is funny that the eggs are cracked. The situation of the eggs cracked for them is funny. But they cannot relate the meaning of crack to something humorous.

These findings show that reduced linguistic and cultural proficiency are the reasons for the empirical finding that humor comprehension is difficult in a foreign language (Bell, 2007;2011).

However, language learners are still able to appreciate humor even though they only understand it in half (Bell, 2007). It can be seen from the explanation before that even though the initial concept of the fish and school in the pun is different, the respondents who are L2 learners are still able to enjoy the pun. Moreover, they can even think make it funnier by relating the pun to their own experience and background knowledge.

In appreciating the puns, the respondents are given five options from very funny (5), funny (4), neither funny nor unfunny (3), not funny (2), not at all funny (1). From the collected data, the writer divides the puns into three categories, namely puns that are more appreciated, puns that are less appreciated, and decoy.

The writer finds out that there are nine puns out of 21 puns that the respondents appreciated more in term of funniness. Next, there are seven puns out of 21 puns that are considered less funny for the respondents, and lastly, five decoys are also deployed in the puns survey as the distractors.

a) Puns that are more appreciated by the respondents

From the collected data, the writer finds that there are 9 puns that are appreciated funny from the respondents. The following numbers are the puns number in pun survey that are considered funny from the respondents: [5], [8], [10], [11], [12], [13], [14], [18], and [20].

From each item of the pun survey, the frequency of the respondents rating the funniness is presented in details as follows.

Pun 5 “*Why do eggs hate jokes? The answer cracks them up!*”

P5				
	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	3.0	3.0	3.0
2	14	20.9	20.9	23.9
3	16	23.9	23.9	47.8
Valid 4	28	41.8	41.8	89.6
5	7	10.4	10.4	100.0
Total	67	100.0	100.0	

Table 18. The frequency of pun item no. 5

From the table, there are 35 students out of 62 students that choose very funny (5) and funny (4) for this pun. It means that 52.2% or more than half of the total number of the respondents appreciate this pun funny for them. Thus, the writer needs to identify this type of pun through General Theory of Verbal Humor (GTVH) in order to know the preferences of the students.

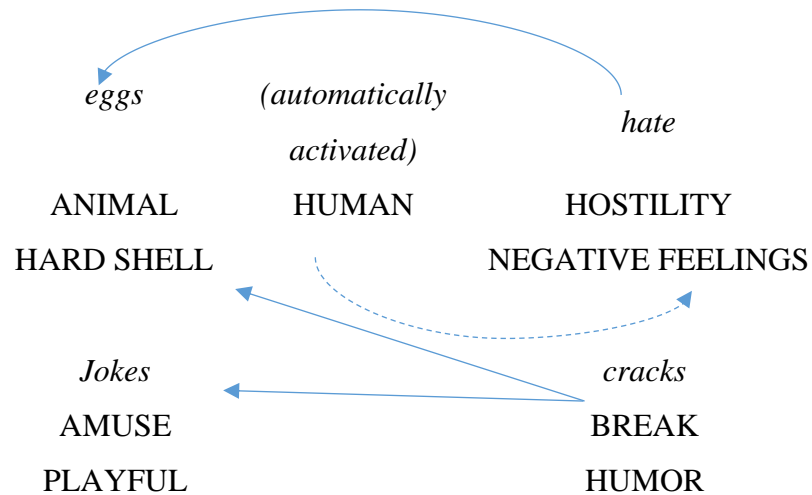
[5] *Why do eggs hate jokes? The answer cracks them up*

The first step to identify the pun is to determine the Script Opposition. The following line is the scripts mapped of the pun.

<i>Why do</i>	<i>eggs</i>	<i>hate</i>	<i>jokes?</i>	<i>The answer</i>	<i>cracks</i>	<i>them up</i>
	ANIMAL	HOSTILITY	AMUSE		ACTION	
	FERTILITY	NEGATIVE FEELINGS	PLAYFUL		BREAK	
	HARD SHELL				HUMOR	

From the map above, the writer determines the scripts that are activated from word *eggs* is ANIMAL and HARD SHELL. Meanwhile, *hate* activates HOSTILITY and NEGATIVE FEELINGS, that also automatically activates the script of HUMAN since negative feelings and hostility are commonly experienced by human beings. Word *eggs* and *hate* are opposed in term of semantics since *eggs* is considered as an entity that could not have feelings. Meanwhile, in this pun, *eggs* is represented to have feelings *hate*, the feeling that is commonly experienced by human beings.

Next, *jokes* activates the script of AMUSE and PLAYFUL that are negated from the *hate*'s scripts HOSTILITY and NEGATIVE FEELINGS. Lastly, *cracks* shows double meanings in this pun; they are, ACTION of BREAK and ACTION of HUMOR. The ACTION of BREAK relates to the script of *eggs* HARD SHELL, while ACTION of HUMOR connects to the script of *jokes* PLAYFUL and AMUSE. To give a better understanding, the map below is presented as follows.



From the map, *hate* activates the script [HUMAN] that is opposed to the script of *eggs* ANIMAL. According to Raskin's three levels of opposition, from the most abstract level that is *normal/abnormal*. The discourse that shows *eggs* is able to feel *hate*, is considered opposed to the sense that *eggs* shows the human's trait, that is, feeling the HOSTILITY and NEGATIVE FEELINGS.

The basic opposition that can be seen from the surface structure of the pun is *human/animal*. Next, in the intermediate level of opposition, *love/hatred* is presented since *eggs* is shown not to like the *jokes*. Then, in the most abstract level opposition, this pun falls into *real/unreal* as *eggs* is depicted to have hatred feelings that is a common trait for human.

The logical mechanism of this pun is that the differential potency mapping of the script. This pun has two scripts that overlapped partially, that is, the jokes crack and the eggs crack. Then, these two scripts are connected with the word *hate* to represent the dislike of eggs to be cracked. The script of *hates* that is embedded to the concept of common trait for human, is mapped into the script of *eggs*.

The situation that is depicted in this pun is the *eggs* and *jokes*. There is not particular target in this pun. Meanwhile, the narrative strategy that is used in this pun is formed in riddle, since the pun delivers the question and answer that shows the humor.

Lastly, the language that is used in this pun uses full lexical description of the text. But Attardo (2017) has revised this knowledge resource to be part of the narrative story. Thus, from this pun, the GTVH analysis of this pun could be presented as follows.

NS: riddle

LM: differential potency mapping

TA: none

SO: *animal/human, love/hatred, real/unreal*

SI: eggs, jokes

LA: jab-line and punch-line

Based on the Benign Violation Theory, there are three conditions that should be fulfilled, namely, a situation is a violation, a situation is benign, and both of the situations occur simultaneously. In this case, the pun [5] fulfills the situation that is considered a violation, where the *eggs* that is not supposed to hate *jokes*. Moreover, this situation is benign since the answer of this pun uses *cracks* that presents two different meanings to create the humorous effect. The pun [5] is also psychologically distant from the reader since the situation of *eggs* hating *jokes* cannot be a real situation or either the *jokes* could really *crack* the *eggs*.

The writer analyzes that from nine puns that are more appreciated from the students, there are seven puns that are constructed similar to each other, namely, pun [5], [8], [10], [11], [13], [18], [20] in term of Narrative Strategy

(NS), that is, in riddle form. However, those puns hold different Logical Mechanisms (LM). The writer then gives another sample that holds different Narrative Strategy (NS), but holds similar Logical Mechanisms (LM) to the puns which are mentioned before.

Another sample of the puns that is more appreciated from the respondents is the pun [12]. The writer presents the frequency of the respondents that rate the funniness of this pun. The table below is presented as follows.

Pun 12 *“One lung said to another....we be-lung together!”*

P12

	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	3.0	3.0	3.0
2	5	7.5	7.5	10.4
3	16	23.9	23.9	34.3
Valid 4	14	20.9	20.9	55.2
5	30	44.8	44.8	100.0
Total	67	100.0	100.0	

Table 19. The frequency of pun item no. 12

It can be seen that there are 30 students who rated this pun very funny, and 14 students that rated this pun funny. In other words, there are 65.7% of the total respondents that agreed this pun [12] is funny. The writer then wants to analyze this type of pun according to GTVH's Knowledge Resources.

Pun 12 *“One lung said to another.... we be-lung together!”*

The script opposition for this pun is almost the same like the previous pun that the writer analyzed. From the most abstract level, this pun is included

in *real/unreal* situation since *lung* is a part of HUMAN but it does not act like HUMAN, for instance, speak or communicate with another *lung*. In the intermediate level, this pun is in *love/hatred* level since the interaction of *lung* is depicted to be paired with *another lung*. Lastly, the most basic level of this script opposition is *human/non-human*. The *lung* that acts like HUMAN by interacting with *another lung* and even delivering such a love line.

What makes this pun [12] different from the pun [5] is the logical mechanism used. In this case, the pun [12] uses *cratylistic* logical mechanism, as Hempelmann (2004) states that the major premise for this logic is the meaning motivates the sound. Since the target (TA) for this pun is the word *belong* that does not exist in the pun, but the context of the puns motivates the sound of word *belong* from the similar sound of *be-lung* that exists in the pun.

The Narrative Strategy (NS) that is used in this pun is narrative, and the language used is jab-line with no punch-line. Lastly, the situation depicted from this pun is a lover deliver the love line. Thus, the analysis of GTVH (General Theory of Verbal Humor) of the pun [12] is listed as follows.

LA: jab-line

SI: lover, love line

NS: narrative

LM: *cratylistic*

TA: *belong*

SO: *human/non-human, lover/hatred, real/unreal*

In perspective of Benign Violation Theory, this pun is similar to the previous pun [5] that is psychologically distant to the readers since it is unreal to have *lung* talk to *another lung*. However, this type of pun only focuses on the similar sound.

b) Puns that are less appreciated by the respondents

The similar analysis is also conducted using GTVH to the puns that are less appreciated by the respondents. There are seven puns that are less appreciated by the respondents, namely, pun [1], [3], [4], [6], [9], [17], and [19].

Pun [1] and [9] have similar GTVH analyses where the logical mechanism used in the pun is *cratylistic*. The following puns are listed below.

[1] “Atheism is a non-prophet organization” – George Calin

[9] “What kind of bagel can fly? A plain bagel”

These puns are similar with the pun [12] that is more appreciated by the respondents. The similarity that they have is the logical mechanism used in the pun is *cratylistic* logic. There is a similar sound produced to the particular target. However, the respondents failed to achieve the target as they cannot relate to the culture that is involved in these puns.

[1] “Atheism is a non-prophet organization” – George Calin

Target: *prophet/profit* – Non-profit Organization

[9] “What kind of bagel can fly? A plain bagel”

Target: *plain/plane*

What makes it different from pun [12] that is more appreciated from these puns is the relatable background knowledge. Pun [12] that presents the similar sound of belong from the word be-lung is considered more relatable to the respondents, since they know the concept of belong, lung, and the concept that lung should be in pair.

However, pun [1] and [9] are not culturally common to the respondents as the atheism is not popular term in Indonesia. It leads the respondents to fail understanding the pun and they appreciated this pun less than the other one.

In addition, pun [9] contains a type of food that is not common for the respondents. A plain bagel that only plays the similar sound to the plane is considered less funny for some respondents as they could not pick up the humorous effect of the bread flying.

Another case happened to pun [3], [4], [6], [17], and [19]. These puns have similar GTVH analysis to pun [5] that has a word with multiple meanings in particular context. However, respondents still do not appreciate more to this type of pun since the respondents need to relate more information related to the context and multiple meanings of the word. They need to use more effort to understand this type of jokes that use similar meaning (Sinnspiel) in particular context. They tend to enjoy more the pun that only uses the similar sound (Klangspiel).

These findings are in linear situation with the explanation that Ayçiçeği-Dinn et. al (2018) give on their paper. They state that L2 learners tend to find simpler jokes funnier than the sophisticated jokes. On the other hand, L1 learners prefer the sophisticated jokes than the simpler one.

The reason that L2 learners find the simpler jokes are funnier is reduced linguistic competence that makes them difficult to pick up the sophisticated jokes (Ayçiçeği-Dinn et. al, 2018).

Foreign language learners are easily tripped up by words with multiple meanings, which are the mainstay of puns, one of the most common categories of jokes (Chiaro, 2008). Lack of familiarity with cultural scripts also reduces the understanding of foreign-language jokes (Bell, 2010).

They appear to think more flexibly and are more sensitive to lexical ambiguity and multiple word meanings (Vaid et. al, 2015). Vaid (2006) found that being creative with the language as a more important purpose of humor by foreign language learners than the native language learners.

The writer assumes that the respondents of this study prefer (1) the pun with similar sound than that with similar sound, (2) the pun is relatable to their background knowledge and experience, (3) or the pun that does not make sense or unreal for them, but they still know it in real experience.

4.3.3 Correlation between motivation and students' ability in understanding English jokes

In this section, the writer presents the analyses of the correlation between students' motivation and their ability in understanding English jokes especially pun. There are two hypotheses presented in the beginning of this thesis. The first null hypothesis presented is there is no correlation between students' motivation and their ability in understanding English jokes.

From the table 9, the significance value shown is 0.000, with the condition of H_0 will be rejected if the significance value shown is smaller than 0.05. Since $0.000 < 0.05$, thus it can be concluded that there is a correlation between students' motivation and their English jokes understanding.

Furthermore, the Pearson correlation shows the value of 0.455. According to Sugiyono (2010), value of 0.455 is considered intermediate relationship since it is owned in state 0.40 – 0.599.

In this study, the writer finds that the relationship between motivation and students' ability in understanding jokes is placed in intermediate level. It means that there are other contributing factors that affect the students' ability in understanding foreign jokes. As linguistic competence and cultural competence play big role in understanding and producing the jokes (Bell, 2007, 2011; Poveda, 2005; Vaid, 2006).

The second null hypothesis that the writer presents is there is no significant difference between the students who have instrumental motivation with those who have integrative motivation in understanding English jokes. However, the writer finds that there are some respondents who have the same level of integrative and instrumental motivation. Thus, the writer compares three groups of motivation type and correlate them with their understanding in English jokes.

From the table 10, it can be seen that the significance value is 0.751. The formula is that there is a significant difference between groups if the significance value is less than 0.05. But the significance value in this study is 0.751, thus it shows that there is no significant difference between groups in understanding the jokes.

This result shows that there is no difference for the students in understanding English jokes related to their motivation types. As there is an

equal group that holds both instrumental and integrative motivation, it is predicted that there is no difference occur in understanding English jokes.

Anjomshoa & Sadighi (2015) state in their paper that these two types of motivation cannot be distinguished from each other exclusively. Furthermore, the probability of the students' success in achieving their goal in learning English is equal between the both types of motivation, namely instrumental and integrative motivation.

In order to find out whether or not the students like the puns based on their level of motivation, the writer divides the students into three categories namely High, Intermediate, and Low based on their motivation degree using Azwar's categorization of three categories. The table of the students' level of motivation is presented on table 16.

The writer then computes the score into SPSS and compare their ability in understanding English jokes. The result is shown as follows.

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	850.461	2	425.231	3.542	.035
Within Groups	7682.643	64	120.041		
Total	8533.104	66			

Table 20. The result difference occurs of three level of motivation

The result shows that the significance value of the ANOVA is 0.035. Since it is less than 0.05, the writer assumes that there is a significant difference between groups in motivation degree in understanding the puns.

Reece & Walker (1997 as cited in Gomleksiz, 2001) state that motivation is one of the essential factors in order to succeed in learning the foreign language. Even though a student is not an excellent student, if she/he is highly motivated,

then it is possible for her/him to succeed in learning the foreign language. If she/he succeeds in learning the foreign language, it is also possible that they can achieve the jokes understanding in the learning process.

The writer is curious to find out another contributing factor in term of psychological factor. Thus, the writer also computes the respondents' attitude score with their jokes understanding score. The result is shown below.

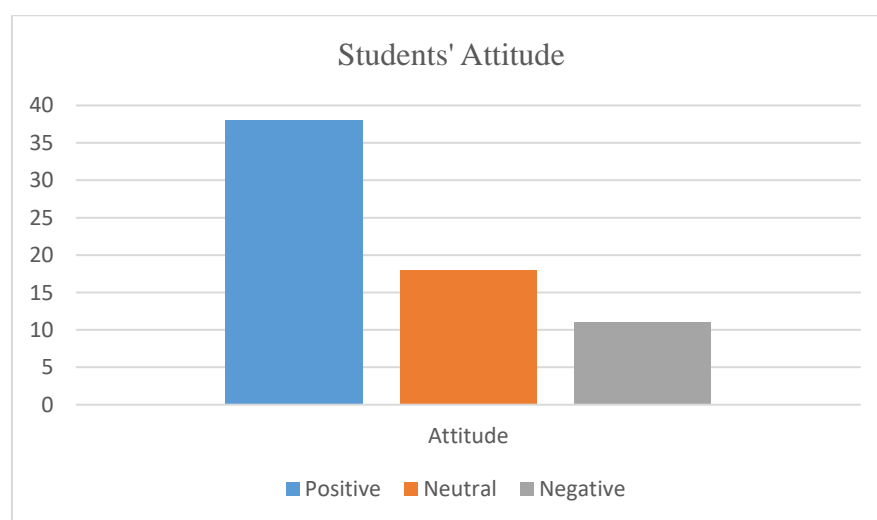


Figure 6. Chart of students group based on their attitude

From the chart, it can be seen that 57% of the respondents have positive attitude towards learning English while 27% is neutral and the rest is negative. These three groups then are computed to SPSS to be compared with their jokes understanding to check whether or not there is a difference occurs between those who have positive attitude and those who do not in understanding English jokes. The table below shows the result.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	868.354	2	434.177	3.625	.032
Within Groups	7664.751	64	119.762		
Total	8533.104	66			

Table 21. Result of One way ANOVA of attitudes

From the ANOVA table, it can be seen that the significance value is 0.032. The formula is that there is a significant difference between groups if the significance value is less than 0.05. The significance value in this study is 0.032, thus, it shows that there is a significant difference between groups in understanding the jokes.

Furthermore, the writer also checks the correlation which occurs between attitude and students' ability in understanding jokes. The writer computes the attitude score and jokes understanding to be checked using Pearson Correlation and the result is shown below.

Correlations		
		Jokes_Understanding
Attitude	Pearson Correlation	.426**
	Sig. (2-tailed)	.000
	N	67

**. Correlation is significant at the 0.01 level (2-tailed).

Table 22. Pearson Correlation between Attitude and Jokes understanding

As the significance value shown is 0.000, H_0 will be rejected if the significance value shown is smaller than 0.05. Since $0.000 < 0.05$, thus it can be concluded that there is a correlation between students' attitude and their English jokes understanding.

Furthermore, the Pearson correlation shows value 0.426. According to Sugiyono (2010), 0.455 is considered intermediate relationship since it is owned in state 0.40 – 0.599.

Gardner and Lambert (1972) described motivation for language learning as follows: "Motivation for language learning is determined by the student's

attitudes and readiness to identify with the language speaking community and by his orientation to the whole process of learning a second language”.

Positive attitudes that the respondents possess make them able to understand the jokes. Thus, rather than being only motivated, the students first need to have positive attitude towards the language so that they are able to succeed in learning the language and even understanding the foreign jokes.

4.3.4 Implication of the study in teaching EFL

The implication of the study in teaching EFL refers to the figure that the writer presented in chapter 2. The following figure is the cycle that the writer expects to succeed in the future.

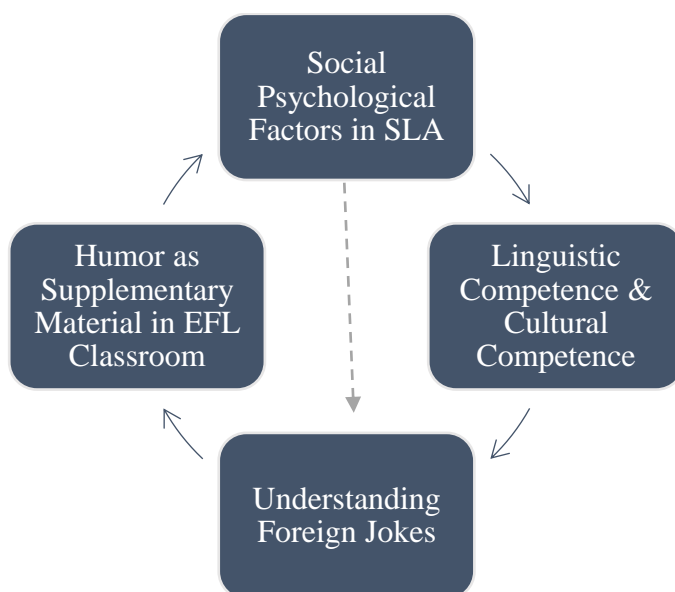


Figure 7. The Expected Cycle for Implementing Humor in Classroom

From the above figure, the writer determines the social psychological factors in SLA, namely, motivation, attitude, and anxiety of the students. Whether or not their level of motivation is high or low. As Reece & Walker

(1997 as cited in Gomleksiz, 2001) state that motivation is one of the essential factors in order to succeed in learning the foreign language.

In this case, the level of the students' motivation of English Department of Dian Nuswantoro University is categorized Intermediate Level. The writer assumes that the students are able to catch up with the material in English Department in order to achieve the language competence and better score. Unfortunately, the data related to the language competence could not be retrieved as it has been mentioned by the writer in the limitation of the study.

In learning language, we expect to learn not only the language units, for instance, vocabulary, grammar, and pronunciation. We also need to learn the culture of the language in order to be able to apply the language unit in proper way. In Dian Nuswantoro University, English Department gives particular subject named Cross Cultural Understanding for the students to have better understanding about the culture.

In this research project, the pun gives the students to correlate the word with the meaning and the context. Pun is possible to be used as the supplementary material to teach Semantics, Pragmatics, Translation, and Vocabulary. However, the students should also be able to have adequate amount of vocabulary if the teacher wants to use pun integrated in the material.

For instance, in English Department of Dian Nuswantoro University, they offer English Semantics subject. As supplementary material, pun can be taught by teaching a particular word that acts different when it occurs in different context.

Gardner (1985) states that those with an openness and positive attitude to a particular language community may gain more knowledge and cultural competence from particular language. More than half of the fifth semester English students of Dian Nuswantoro University have positive attitude towards English language. Thus, it is expected that the students are able to understand English jokes. The result on the previous section shows that those with positive attitude have better understanding of English jokes than those who have neutral or even negative attitude towards English language. Thus, once the EFL students are able to comprehend the jokes, they are able to understand its cultures and it might help them to learn English better (Ziyaeemehr, Kumar, & Abdullah, 2011, p. 114).

The implication of the study in EFL classroom context, however, could not be made as the main material. Humor should be used as an alternative tool and supplementary materials in EFL classroom context. This suggestion is made since Kim & Park (2017) and Al-Sudairi (2018) assume that teacher should use more humor inside the classroom by considering the relevancy of the humor to the material, appropriate to the students' linguistic level, and used in a careful manner.

There should be an underline for the statement of considering the relevancy of the humor to the material. In teaching English, especially in university level, not every single subject could be taught using humor. For instance, in Academic Writing, it is not suitable to use humor as much as

possible. However, in Collaborative Writing, the teacher could invite the students to use humor as their topic for writing.

Thus, by integrating humor in proper way and adequate amount, the students are able to be motivated to learn the language to achieve better score.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and suggestion of the research project. The conclusion and suggestion are made in the end of the post-research.

5.1 Conclusion

From the findings and discussion that the writer presented on the previous section, there are several points that can be concluded for this research project.

Gardner (1985) stresses the importance of the two basic types of motivation, namely instrumental motivation and integrative motivation. These two types of motivation are expected to give different outcomes in learning language. And integrative motivation is seen as the more beneficial factor than instrumental motivation. However, in this research project, the writer finds that there is no significant difference between those with instrumental motivation and students with integrative motivation. In addition, there are also some students who have both integrative motivation and instrumental motivation on the same level.

The result also shows that the students who have instrumental motivation are dominant than those who have integrative motivation. This fact shows that the students took the English major by considering the opportunity that they

will get in the future, rather than considering whether or not they like the English language more.

Next, the fifth semester students of English Department of Dian Nuswantoro University tend to appreciate more the puns that contain similar sound and simple, rather than the puns that are sophisticated and contain similar meaning in different contexts.

The correlation between students' motivation and their ability in understanding English jokes, unfortunately, are not strong. The similar situation also takes place in the correlation between students' attitude and their understanding towards English jokes.

Lastly, the implication of humor is possible to conduct in classroom context. However, the types of humor used, the amount of it, and appropriateness genre related to the learning material should be considered.

5.2 Suggestion

During this research project being conducted, the writer faces several inevitable situations and conditions so that the result of this research project is limited only to several aspects. However, the writer expects to the future researchers to continue this research project since the result of this study gives another evidence related to the EFL students' jokes understanding.

It is recommended for the future researchers to conduct this kind of research to help the teachers in teaching in EFL classrooms. Since teaching in EFL classroom is not an easy task, the teachers should be able to be creative

with the teaching material, teaching technique, and even the assessment. Integrating humor as supplementary material within the EFL classroom can be one of the alternative ways.

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APPENDICES

Appendix 1. Research Instrument for Tryout

INSTRUMEN PENELITIAN



Disusun oleh:
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FAKULTAS ILMU BUDAYA
MAGISTER LINGUISTIK
UNIVERSITAS DIPONEGORO
SEMARANG
2019

KATA PENGANTAR

Bersama ini saya memohon bantuan saudara/i untuk mengisi angket yang berkaitan dengan *Hubungan Motivasi Belajar Mahasiswa terhadap Pemahaman Humor dalam Bahasa Inggris*, yang merupakan topik tesis saya. Semua pernyataan dalam skala ini berhubungan dengan keadaan saudara/i sehari-hari dan tidak memuat hal-hal yang akan merugikan.

Semua instruksi, pertanyaan, dan pernyataan dibuat dalam Bahasa Inggris, sehingga saya harap saudara/i memperhatikan tiap instruksi yang ada di masing-masing bagian angket. Angket ini bukanlah tes, sehingga **tidak ada jawaban yang benar dan salah**. Dalam angket ini pun saudara/i tidak akan diminta untuk menuliskan nama saudara/i. Saya tertarik dengan pendapat pribadi saudara/i dan saya berharap saudara/i menjawab pertanyaan dalam angket ini sesuai dengan keadaan atau kondisi saudara/i yang sebenarnya. Saya sangat menghargai **kejujuran** dalam pengisian skala ini dan akan **menjamin kerahasiaan** serta hanya akan menggunakan data untuk kepentingan penelitian.

Saya mengucapkan terimakasih atas kerjasama dan partisipasi saudara dan saudari dalam pengisian angket ini.

Hormat saya,

Peneliti

In the following section please answer the question by giving marks from 1 to 5.

5 = very much 4 = quite a lot 3 = so-so 2 = not really 1 = not at all

For **example**, if you like “apples” very much, “bean soup” not very much, and “spinach” not at all, encircle the following numbers:

How much do you like apples?	⑤	4	3	2	1
How much do you like bean soup?	5	4	3	②	1
How much do you like spinach?	5	4	3	2	①

Please **encircle one** number for each item, and please **don't leave out any** of them. Thanks.

1	How much do you like English TV programs?	5	4	3	2	1
2	How much do you like English pop music?	5	4	3	2	1
3	How much do you like English movies?	5	4	3	2	1
4	How much do you like English?	5	4	3	2	1
5	How much do you think knowing English would help your future career?	5	4	3	2	1
6	How much do you like English magazines and newspapers?	5	4	3	2	1
7	How much do you like to speak like English native speakers?	5	4	3	2	1
8	How much do you like meeting foreigners from English-speaking countries?	5	4	3	2	1
9	How much do you like the English jokes?	5	4	3	2	1

Go to the next page..

Now there are going to be statements some people agree with and some people don't. We would like to know to what extent they describe your own feelings or situation. After each statement you'll find five boxes. Please encircle the number that represent your current situation and feelings.

5 = completely true 4 = mostly true 3 = partly true, partly untrue 2 = not really true 1 = not true at all

There are no right or wrong answers – we are interested in your personal opinion.

10.	I wish I could speak many foreign languages perfectly	5	4	3	2	1
11.	I wish I were fluent in English	5	4	3	2	1
12.	My parents think I should give more time to studying English	5	4	3	2	1
13.	My parents are very interested in all my English-related activities	5	4	3	2	1
14.	I am always excited every time I want to start my English class	5	4	3	2	1
15.	I plan to learn as much as English as possible	5	4	3	2	1
16.	Studying English is important because I can interact more easily with English native speakers	5	4	3	2	1
17.	Whenever I think of my future career, I imagine myself being able to use English	5	4	3	2	1
18.	The things I want to do in the future require me to speak English	5	4	3	2	1
19.	I am determined to push myself to learn English	5	4	3	2	1
20.	Learning English is one of the most important aspects in my life	5	4	3	2	1
21.	I enjoy meeting people who speak foreign languages	5	4	3	2	1
22.	I would like to know more native English speakers	5	4	3	2	1
23.	I love watching TV programs in English subtitles	5	4	3	2	1
24.	I give up when I don't understand my English teacher's explanation	5	4	3	2	1
25.	I feel anxious when someone asks me in English	5	4	3	2	1
26.	I am worried if my friend speaks English better than I do in my class	5	4	3	2	1
27.	Speaking English anywhere makes me feel worried	5	4	3	2	1

28.	It is alright for me to speak English in front of the class	5	4	3	2	1
29.	I feel anxious if other students will laugh at me when I speak English	5	4	3	2	1

Would you please answer a few personal questions – we need this information to be able to interpret your answers properly.

30. Your gender? (Please underline): male female
31. How old are you (in years)?
32. How old were you when you started learning English?
33. Do you also learn foreign language(s) besides English? What are they?
- 1).....
- 2)
- 3)
34. What kind of jokes that you enjoy in foreign language(s)? Please write the number from what you enjoy the most to the least. **(For example, you really enjoy memes, but do not get what puns, and somehow just like stand-up comedy, you may write down “(2)-(3)-(1)”.**
- (1) Puns (paronomasia or wordplay)
- (2) Memes (pictures and videos)
- (3) Stand-up comedy (story-telling)
- The jokes that I enjoy are
35. Where do you usually access the foreign jokes? (You may encircle more than one)
- | | |
|--------------|------------|
| 1) Instagram | 4) Youtube |
| 2) 9gag | 5) Twitter |
| 3) Tumblr | 6) |

Finally, we would like to know whether you enjoy these types of puns. These puns are the type of the wordplay you can find easily. We would like to know whether you think these puns are funny or not, based on your own personal opinion.

5 = very funny 4 = funny 3 = neither funny nor unfunny 2 = not funny 1 = not funny at all

1. A man walks into a bar. "Ouch"	5	4	3	2	1
2. What do you call an animal slaughter? A butcher	5	4	3	2	1
3. Whoever stole my copy of Microsoft Office is in big trouble, you have my Word.	5	4	3	2	1
4. I tried to sue the airline for losing my luggage. I lost my case.	5	4	3	2	1
5. Why do eggs hate jokes? The answer cracks them up!	5	4	3	2	1
6. I'm no cheetah...you're lion!	5	4	3	2	1
7. Why didn't the cat go to the vet? Cause it's feeling fine	5	4	3	2	1
8. Why did the bike fall over? It was two tired	5	4	3	2	1
9. What kind of bagel can fly? A plain bagel	5	4	3	2	1
10. How many tickles does it take to make an octopus laugh? 10-tickles	5	4	3	2	1
11. What did the buffalo say when his son left for school? Bison	5	4	3	2	1
12. One lung said to another...we be-lung together!	5	4	3	2	1
13. You really shouldn't be intimidated by advanced math...it's easy as pi!	5	4	3	2	1
14. I became a vegetarian. A huge missed-steak!	5	4	3	2	1
15. My parents say I couldn't drink coffee anymore. Cause it keeps me from sleep.	5	4	3	2	1
16. The sky is dark at night.	5	4	3	2	1
17. Always trust a glue salesman. They tend to stick to their word.	5	4	3	2	1
18. What do you call a bear with no teeth? A gummy bear.	5	4	3	2	1
19. A cross-eyed teacher couldn't control his pupils	5	4	3	2	1
20. Why should you never trust a train? They have loco motives	5	4	3	2	1
21. Why is fungi always invited on road trips? They like travelling	5	4	3	2	1

**THANK YOU VERY MUCH –
WE REALLY APPRECIATE YOUR HELP!**



Appendix 2. List of Answer from Tryout

N o	Inisial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1 6	17	1 8	19	2 0	21	22	23	24	25	26	27	28	TOTA L
1	TPSW P	2	5	4	5	5	1	4	4	3	4	5	3	4	3	2	5	4	4	5	4	5	3	1	3	4	3	4	4	103
2	Y	4	5	5	5	5	3	4	5	5	2	4	4	3	2	5	5	4	3	5	5	5	5	2	2	2	1	5	1	106
3	NJ	4	4	4	4	3	3	3	3	2	3	4	3	4	4	4	3	4	3	3	2	4	5	1	3	2	4	5	4	95
4	FZ	3	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	4	4	3	3	2	3	3	3	87
5	MR	3	3	4	3	3	2	2	2	5	4	3	5	2	3	4	4	3	3	3	3	4	4	3	3	4	3	4	5	94
6	YAK	3	4	4	4	4	4	3	4	4	4	4	5	3	4	4	5	4	3	3	4	3	4	3	4	3	3	3	4	104
7	DBS	4	2	3	2	5	3	1	1	3	4	5	3	2	3	2	4	5	3	3	3	1	3	1	3	4	3	4	3	83
8	R	3	3	4	4	5	3	3	2	3	4	4	3	3	3	4	3	4	3	3	4	4	3	4	3	2	3	3	2	92
9	MOA	3	5	5	5	5	4	4	3	4	5	4	4	4	4	4	5	5	5	4	4	4	4	4	3	4	3	4	3	115
10	DIAP	4	5	5	4	4	3	4	4	4	5	5	4	4	4	4	5	4	4	4	4	5	4	3	3	4	4	3	3	113
11	F	3	5	5	5	3	3	2	1	4	5	3	4	4	3	3	5	4	4	5	4	5	5	2	3	3	2	4	1	100
12	R1	4	4	4	5	4	4	4	5	4	3	3	4	4	4	4	4	4	3	3	4	4	3	2	2	2	2	4	1	98
13	AL	4	4	4	4	5	3	3	4	4	5	5	4	3	3	4	5	5	4	4	5	4	4	3	3	3	3	4	4	110
14	DAZ	1	3	3	4	4	5	4	3	5	4	5	3	4	3	4	3	4	3	3	3	3	5	2	2	2	2	3	2	92
15	RSW	4	5	5	5	5	3	3	4	5	3	4	3	5	3	4	4	3	4	3	4	5	4	3	2	3	4	3	3	106
16	SA	4	3	4	3	3	2	4	5	3	4	4	1	1	3	2	3	2	2	3	3	4	3	1	1	1	1	4	1	75
17	NAM	2	4	5	5	5	1	3	4	5	2	5	1	5	3	3	5	5	3	5	4	4	3	4	2	1	4	5	1	99
	Val Sig	0,87 1	0	0,0 1	0,0 1	0,0 7	0,5 7	0,2 2	0,3 7	0,1 1	0,4 1	0,4 8	0,0 3	0,0 1	0, 3	0,0 2	0	0,0 5	0	0,0 3	0	0,0 5	0,2 5	0,0 7	0,1 6	0,0 7	0,1 8	0,9 7	0,3 9	
		I	V	V	V	I	I	I	I	I	I	I	V	V	I	V	V	V	V	V	V	V	I	I	I	I	I	I	I	

Appendix 3. Statistical Computation

Reliability Test and Validity Test

Case Processing Summary

		N	%
Cases	Valid	17	100,0
	Excluded ^a	0	,0
	Total	17	100,0

Reliability Statistics

Cronbach's Alpha	N of Items
,714	29

a. Listwise deletion based on all variables in the procedure.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I1	195,82	400,904	,009	,716
I2	195,06	373,934	,753	,693
I3	194,82	384,029	,676	,700
I4	194,88	374,485	,784	,693
I5	194,88	388,735	,360	,705
I6	196,12	392,735	,203	,710
I7	195,88	381,985	,559	,700
I8	195,71	378,221	,449	,699
I9	195,18	383,904	,476	,702
I10	195,29	404,971	-,099	,719
I11	194,94	400,184	,040	,715
I12	195,71	392,096	,198	,710
I13	195,65	378,618	,539	,698
I14	195,82	401,654	,004	,715
I15	195,53	380,765	,602	,698
I16	194,88	382,235	,552	,700
I17	195,12	392,860	,260	,709
I18	195,71	388,096	,487	,704
I19	195,47	381,515	,536	,699
I20	195,35	379,493	,731	,697
I21	195,06	378,809	,572	,697
I22	195,18	391,654	,317	,707
I23	196,59	387,757	,313	,706

I24	195,71	399,096	,088	,713
I25	195,76	401,566	-,014	,717
I26	195,88	399,360	,047	,715
I27	196,41	394,382	,156	,711
I28	195,71	386,096	,274	,706
Total	99,53	100,515	1,000	,784

Reliability Test after deleting the invalid items

Case Processing Summary		
	N	%
Valid	17	100,0
Cases Excluded ^a	0	,0
Total	17	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
,744	19

The reliability statistics shows that Cronbach's Alpha value is 0.744. Thus, the instrument is considered adequate enough since 0.744 is bigger than 0.6.

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I2	128,82	325,654	,800	,722
I3	128,59	334,632	,759	,730
I4	128,65	325,368	,860	,722
I5	128,65	338,618	,435	,735
I7	129,65	337,118	,482	,734
I8	129,47	333,515	,396	,733
I9	128,94	334,934	,522	,732
I13	129,41	327,382	,650	,725
I15	129,29	337,721	,468	,734
I16	128,65	332,118	,641	,729
I17	128,88	343,610	,301	,739
I18	129,47	338,890	,547	,734
I19	129,24	330,441	,650	,727
I20	129,12	331,860	,749	,728
I21	128,82	329,779	,626	,727
I22	128,94	347,434	,188	,743
I23	130,35	336,493	,406	,734
I28	129,47	340,390	,234	,740
Total	66,41	88,382	1,000	,868

Appendix 4. Research Instrument

INSTRUMEN PENELITIAN



Disusun oleh:
Najmatul Wardah
13020317420024

FAKULTAS ILMU BUDAYA
MAGISTER LINGUISTIK
UNIVERSITAS DIPONEGORO
SEMARANG
2019

KATA PENGANTAR

Bersama ini saya memohon bantuan saudara/i untuk mengisi angket yang berkaitan dengan topik tesis saya. Semua pernyataan dalam angket ini berhubungan dengan keadaan saudara/i sehari-hari dan tidak memuat hal-hal yang akan merugikan.

Semua instruksi, pertanyaan, dan pernyataan dibuat dalam Bahasa Inggris, sehingga saya harap saudara/i memperhatikan tiap instruksi yang ada di masing-masing bagian angket. Angket ini bukanlah tes, sehingga **tidak ada jawaban yang benar dan salah**. Dalam angket ini pun saudara/i tidak akan diminta untuk menuliskan nama saudara/i. Saya tertarik dengan pendapat pribadi saudara/i dan saya berharap saudara/i menjawab pertanyaan dalam angket ini sesuai dengan keadaan atau kondisi saudara/i yang sebenarnya. Saya sangat menghargai **kejujuran** dalam pengisian skala ini dan akan **menjamin kerahasiaan** serta hanya akan menggunakan data untuk kepentingan penelitian.

Saya mengucapkan terimakasih atas kerjasama dan partisipasi saudara dan saudari dalam pengisian angket ini.

Hormat saya,

Peneliti

Would you please answer a few personal questions – we need this information to be able to interpret your answers properly.

Your Name Initials (example: NW)

Your gender? (Please encircle): male female

How old are you (in years)?

How old were you when you started learning English?

Do you also learn foreign language(s) besides English? What are they?

1).....

2)

The reason you joined English Department,

.....

.....

.....

.....

What kind of jokes that you enjoy in foreign language(s)? Please write the number from what you enjoy the most to the least. **(For example, you really enjoy memes, but do not get what puns, and somehow just like stand-up comedy, you may write down “(2)-(3)-(1)”).**

(1) Puns (paronomasia or wordplay)

(2) Memes (pictures and videos)

(3) Stand-up comedy (story-telling)

The jokes that I enjoy are

Where do you usually access the foreign jokes? (You may encircle more than one)

1) Instagram

5) Twitter

2) 9gag

6)

3) Tumblr

4) Youtube

In the following section please answer the question by giving marks from 1 to 5.

5 = very much 4 = quite a lot 3 = so-so 2 = not really 1 = not at all

For **example**, if you like “apples” very much, “bean soup” not very much, and “spinach” not at all, encircle the following numbers:

How much do you like apples?	⑤	4	3	2	1
How much do you like bean soup?	5	4	3	②	1
How much do you like spinach?	5	4	3	2	①

Please **encircle one** number for each item, and please **don't leave out any** of them. Thanks.

1	How much do you like English pop music?	5	4	3	2	1
2	How much do you like English movies?	5	4	3	2	1
3	How much do you like English?	5	4	3	2	1
4	How much do you think knowing English would help your future career?	5	4	3	2	1
5	How much do you like to speak like English native speakers?	5	4	3	2	1
6	How much do you like meeting foreigners from English-speaking countries?	5	4	3	2	1
7	How much do you like the English jokes?	5	4	3	2	1

Go to the next page..

We would like to know to what extent the statements describe your own feelings or situation. Please encircle the number that represent your current situation and feelings.

5 = completely true 4 = mostly true 3 = partly true, partly untrue 2 = not really true 1 = not true at all

There are no right or wrong answers – we are interested in your personal opinion.

8.	My parents are very interested in all my English-related activities	5	4	3	2	1
9.	I plan to learn as much as English as possible	5	4	3	2	1
10.	Studying English is important because I can interact more easily with English native speakers	5	4	3	2	1
11.	The things I want to do in the future require me to speak English	5	4	3	2	1
12.	I am determined to push myself to learn English	5	4	3	2	1
13.	Learning English is one of the most important aspects in my life	5	4	3	2	1
14.	I enjoy meeting people who speak foreign languages	5	4	3	2	1
15.	I would like to know more native English speakers	5	4	3	2	1
16.	I love watching TV programs in English subtitles	5	4	3	2	1
17.	I give up when I don't understand my English teacher's explanation	5	4	3	2	1
18.	I feel anxious if other students will laugh at me when I speak English	5	4	3	2	1

Finally, we would like to know whether you enjoy these types of puns. These puns are the type of the wordplay you can find easily. We would like to know whether you think these puns are funny or not, based on your own personal opinion.

5 = very funny 4 = funny 3 = neither funny 2 = not funny 1 = not funny
nor unfunny at all

1.	“Atheism is a non-prophet organization” – George Carlin	5	4	3	2	1
2.	What do you call an animal slaughter? A butcher	5	4	3	2	1
3.	Whoever stole my copy of Microsoft Office is in big trouble, you have my Word.	5	4	3	2	1
4.	I tried to sue the airline for losing my luggage. I lost my case.	5	4	3	2	1
5.	Why do eggs hate jokes? The answer cracks them up!	5	4	3	2	1
6.	Why are fish so smart? Because they live in school!	5	4	3	2	1
7.	Why didn't the cat go to the vet? Cause it's feeling fine	5	4	3	2	1
8.	Why did the bike fall over? It was two tired	5	4	3	2	1
9.	What kind of bagel can fly? A plain bagel	5	4	3	2	1
10.	How many tickles does it take to make an octopus laugh? 10-tickles	5	4	3	2	1
11.	What did the buffalo say when his son left for school? Bison	5	4	3	2	1
12.	One lung said to another...we be-lung together!	5	4	3	2	1
13.	What happens to nitrogen when the sun comes up? It becomes daytrogen.	5	4	3	2	1
14.	I became a vegetarian. A huge missed-steak!	5	4	3	2	1
15.	My parents say I couldn't drink coffee anymore. Cause it keeps me from sleep.	5	4	3	2	1
16.	The sky is dark at night.	5	4	3	2	1
17.	Always trust a glue salesman. They tend to stick to their word.	5	4	3	2	1
18.	What do you call a bear with no teeth? A gummy bear.	5	4	3	2	1
19.	A cross-eyed teacher couldn't control his pupils	5	4	3	2	1
20.	Why should you never trust a train? They have loco motives	5	4	3	2	1
21.	Why is fungi always invited on road trips? They like travelling	5	4	3	2	1

THANK YOU VERY MUCH

—

WE REALLY APPRECIATE YOUR HELP!



Appendix 5. Distribution of Motivation Questionnaire

No	Inisial	Gender	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	TOTAL
1	IWS	2	1	2	4	3	5	3	3	3	5	4	4	5	4	3	3	3	1	2	58
2	HA	2	5	5	5	5	4	5	5	4	5	5	4	5	4	5	5	5	1	3	80
3	ADP	2	4	3	3	5	2	3	2	4	5	5	4	4	4	5	4	5	3	5	70
4	SS	2	4	4	5	5	5	5	3	5	5	5	5	5	5	5	5	5	1	4	81
5	AD	2	4	5	4	4	3	3	3	5	4	4	4	4	4	3	3	3	3	2	65
6	JH	2	5	5	4	5	3	3	3	4	4	5	4	4	4	3	4	4	2	3	69
7	B	2	4	5	5	4	4	3	5	3	4	5	3	4	4	3	4	5	3	5	73
8	I	2	5	4	5	5	3	2	3	3	5	5	5	3	4	4	5	4	2	3	70
9	GIT	1	4	5	4	3	5	3	5	3	5	5	4	3	4	4	5	5	4	4	75
10	EA	2	5	4	5	3	5	4	4	2	4	5	4	4	3	4	5	4	3	5	73
11	V	2	4	3	5	5	5	3	3	3	5	4	4	3	3	2	5	3	1	1	62
12	MRP	2	5	4	4	5	5	4	3	5	5	5	5	5	5	4	5	3	2	4	78
13	RNH	2	5	5	5	5	5	4	4	3	5	5	5	4	4	4	4	4	4	3	78
14	DLA	2	3	3	3	4	3	3	4	2	4	4	4	3	3	3	3	2	3	3	57
15	TWGP	2	4	3	4	5	4	5	5	4	4	5	4	4	3	4	4	3	3	2	70
16	KV	2	5	4	5	4	4	5	2	5	5	4	5	4	3	4	5	4	1	2	71
17	NR	2	3	4	5	4	5	4	3	5	5	5	4	5	4	4	5	5	4	3	77
18	YRF	2	5	5	4	4	5	5	4	5	5	3	2	3	3	5	5	5	1	1	70
19	N	2	3	3	3	4	3	2	3	2	3	4	4	4	4	3	4	3	2	2	56
20	AU	1	3	3	4	3	3	4	3	4	3	4	3	3	2	3	3	4	1	3	56
21	PA	2	3	4	4	5	4	5	4	3	5	5	4	4	4	5	5	3	3	4	74
22	TM	2	5	5	5	5	5	5	4	5	5	5	4	5	5	5	5	5	1	3	82
23	LU	2	5	5	5	5	4	5	4	5	5	5	5	5	5	4	4	4	2	3	80
24	RA	2	4	5	5	5	4	3	3	3	4	4	3	4	4	5	5	3	4	2	70

25	HWS	2	3	5	4	5	4	5	5	4	5	5	4	5	5	5	5	4	1	1	75
26	NHH	2	5	5	5	5	5	5	5	5	5	5	4	4	4	5	5	5	1	1	79
27	KY	1	4	4	4	5	5	4	4	3	3	4	5	4	5	4	5	5	1	1	70
28	FBBB	1	4	5	4	4	5	5	5	2	4	5	5	4	4	5	5	5	1	2	74
29	GA	2	4	5	4	4	3	3	5	2	5	4	3	4	3	3	4	4	2	5	67
30	NS	2	5	4	5	5	4	4	5	5	5	4	4	5	4	4	5	3	2	4	77

No	Inisial	Gender	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	TOTAL
1	AAP	1	4	5	5	4	3	3	4	4	5	4	4	4	4	3	3	5	2	2	68
2	MPD	1	3	3	4	4	3	3	4	3	3	3	5	3	3	4	5	3	3	3	62
3	VL	1	4	3	5	5	5	5	4	5	5	5	5	4	5	5	5	4	5	4	83
4	SL	2	5	4	4	5	4	4	5	3	4	5	4	5	5	4	3	5	4	3	76
5	SAE	2	5	5	5	5	5	3	3	4	5	5	5	5	4	4	5	5	5	4	82
6	RN	1	4	5	5	5	4	5	5	3	4	5	5	4	4	5	4	5	4	2	78
7	T	1	4	4	5	4	3	4	3	5	4	4	4	3	4	5	5	5	3	3	72
8	ARS	1	4	3	4	4	3	4	5	3	3	4	4	5	4	3	4	4	5	1	67
9	MFI	1	2	5	5	4	3	5	4	3	5	5	4	4	5	5	5	5	3	4	76
10	FAA	1	5	1	3	4	3	5	2	5	5	5	3	5	5	3	5	4	2	5	70
11	RAS	2	5	5	5	5	5	3	5	4	5	5	4	5	4	3	5	3	2	5	78
12	UMA	2	5	5	5	5	3	3	3	4	5	5	5	5	4	4	4	2	3	4	74
13	TA	2	4	3	4	4	2	3	3	4	5	4	5	4	5	5	5	5	2	5	72
14	LLA	2	5	5	5	5	3	3	4	5	5	4	5	4	5	3	4	5	3	4	77
15	AH	2	5	3	5	5	5	5	3	3	5	5	5	5	5	4	4	4	1	3	75
16	IE	2	3	3	4	5	4	4	4	2	4	5	5	4	5	3	4	3	3	4	69
17	RN1	2	4	5	4	5	4	3	3	4	4	5	3	4	4	5	4	4	2	3	70
18	NF	2	5	5	4	4	3	3	3	4	4	3	3	3	3	4	4	4	3	4	66

19	AF	1	4	5	5	5	5	5	5	1	5	5	5	5	5	5	5	3	4	82	
20	RA	2	5	4	5	5	3	4	5	2	5	5	5	4	4	3	2	3	3	5	72
21	DS	2	5	4	4	4	3	4	2	2	3	4	3	3	2	4	4	4	3	5	63
22	JRPS	2	5	5	5	5	3	4	5	5	5	5	5	5	4	3	4	5	2	5	80
23	AK	2	5	4	3	4	3	4	2	3	4	4	3	2	3	4	4	2	2	2	58
24	F	2	2	5	4	5	4	5	3	3	3	4	2	4	3	4	3	4	2	4	64
25	F1	2	5	5	4	4	2	3	3	5	4	3	5	4	5	5	3	3	3	3	69
26	HS	2	4	3	4	5	5	4	3	2	5	5	4	4	5	3	4	3	1	5	69
27	MF	1	3	3	4	3	2	2	3	3	4	3	3	2	2	4	4	3	2	3	53
28	FR	2	5	3	4	5	4	4	4	5	5	5	4	3	4	4	5	4	4	4	76
29	M	2	5	4	5	5	3	2	3	4	5	5	5	5	3	4	5	3	5	5	76
30	AIF	1	5	5	5	4	4	5	4	3	5	5	5	4	3	5	4	3	2	2	73
31	SHA	1	5	4	5	5	5	4	4	3	4	4	3	3	2	4	3	4	3	1	66
32	AW	1	3	4	3	3	2	2	3	3	3	3	3	4	3	2	2	2	2	3	50
33	MAR	1	3	4	3	5	2	2	5	2	5	3	5	5	5	2	2	4	3	4	64
34	JF	2	5	4	4	4	3	3	4	4	4	3	3	4	4	4	3	3	4	3	66
35	NSO	2	5	5	5	5	4	4	5	2	5	5	5	5	5	5	5	5	3	2	80
36	JR	2	4	5	4	5	4	4	3	5	4	5	5	4	5	4	4	5	4	5	79
37	ET	2	5	5	5	5	4	5	4	4	4	5	5	4	5	5	5	5	4	4	83

Appendix 6. Distribution of Pun Survey

No	Inisial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
1	IWS	1	2	2	1	3	2	4	5	4	4	2	4	5	2	1	1	5	5	2	2	3	60
2	HA	1	2	4	2	4	5	5	5	4	5	5	5	5	5	4	1	4	5	2	5	5	83
3	ADP	2	4	3	3	2	2	3	3	4	4	4	3	3	2	3	4	4	4	3	2	3	65
4	SS	3	4	3	2	4	2	4	4	3	5	5	5	3	3	2	5	5	4	2	2	3	73
5	AD	1	3	1	2	2	2	1	4	1	5	5	4	3	1	1	1	2	5	2	4	1	51
6	JH	2	3	3	3	4	3	3	5	3	5	4	5	4	3	2	2	4	4	5	5	3	75
7	B	1	2	3	2	3	2	1	4	4	4	4	4	2	4	2	2	1	3	2	4	2	56
8	I	1	3	4	3	3	2	2	4	4	4	4	4	4	4	1	1	4	4	2	4	2	64
9	GIT	4	4	3	4	4	3	4	4	4	4	3	4	4	4	4	4	3	4	3	4	4	79
10	EA	2	3	2	3	4	4	2	3	2	4	3	3	3	2	2	1	2	2	3	2	3	55
11	V	3	5	2	2	2	2	2	5	2	4	4	3	5	4	2	1	3	3	2	4	4	64
12	MRP	2	3	2	3	4	3	3	5	3	4	4	5	5	4	2	3	4	3	3	4	4	73
13	RNH	1	3	5	4	4	4	4	4	5	3	4	5	4	4	4	3	3	3	3	3	3	76
14	DLA	2	2	2	2	2	3	3	2	2	3	3	3	3	3	3	3	2	2	2	2	2	51
15	TWGP	2	2	3	3	4	3	4	3	4	2	2	1	4	5	1	1	3	3	2	2	2	56
16	KV	2	2	3	3	3	2	3	4	2	3	5	2	4	3	2	1	3	4	1	2	2	56
17	NR	1	1	1	1	1	1	1	1	1	3	3	2	2	2	1	1	1	1	1	2	1	29
18	YRF	1	1	3	3	5	1	1	5	1	5	5	5	1	5	1	5	1	1	1	5	1	57
19	N	1	1	3	2	2	1	2	3	2	4	4	4	4	3	4	3	2	4	3	3	2	57
20	AU	2	3	3	2	2	2	2	3	2	4	4	3	4	4	2	4	3	3	3	4	2	61
21	PA	1	3	4	4	3	4	4	3	4	2	2	3	4	3	1	1	3	4	2	3	4	62
22	TM	1	2	4	3	3	2	2	4	3	5	4	5	2	5	1	1	5	4	2	3	1	62
23	LU	3	4	2	3	2	5	1	3	5	5	4	5	5	4	2	1	3	5	2	4	5	73
24	RA	2	1	3	1	2	1	1	4	2	1	2	5	5	4	2	1	4	5	4	5	2	57

25	HWS	3	3	5	4	4	3	2	5	3	5	4	5	3	4	4	3	5	5	3	5	3	81
26	NHH	1	3	3	1	4	5	1	5	5	4	5	5	5	5	1	1	3	4	3	3	3	70
27	KY	1	4	4	4	1	1	1	3	1	4	3	1	1	2	1	1	1	3	3	5	1	46
28	FBBD	5	3	4	4	3	3	4	5	4	2	5	5	5	3	1	2	1	4	3	2	5	73
29	GA	1	4	3	1	2	3	2	3	4	3	2	5	5	5	2	1	5	4	2	3	3	63
30	NS	1	1	1	1	3	4	2	3	3	4	4	4	5	5	1	3	3	4	3	4	4	63

No	Inisial	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
1	AAP	4	3	3	3	5	3	2	5	3	3	5	4	3	5	3	3	3	4	4	4	2	74
2	MPD	3	2	3	3	2	2	3	2	2	2	2	3	3	2	2	2	3	2	2	2	2	49
3	VL	3	3	4	3	4	4	3	3	3	3	5	3	4	3	4	5	3	5	3	3	3	74
4	SL	3	1	3	1	4	3	4	5	4	4	3	5	4	5	2	1	5	5	3	5	5	75
5	SAE	2	2	3	3	5	4	4	4	4	5	4	5	5	4	2	1	2	2	2	3	3	69
6	RN	3	4	5	4	4	4	3	4	3	3	4	5	4	5	3	3	4	4	3	5	3	80
7	T	3	4	5	3	4	5	4	3	3	5	4	3	5	3	5	3	5	5	5	5	5	87
8	ARS	4	4	3	4	3	2	3	5	4	1	3	5	5	5	2	2	2	1	1	1	5	65
9	MFI	3	1	4	1	4	3	3	5	5	4	5	3	2	4	3	1	3	1	2	5	3	65
10	FAA	1	4	3	4	2	3	3	3	3	3	2	2	3	4	2	3	3	4	2	1	5	60
11	RAS	2	2	4	4	4	4	5	4	3	3	4	4	3	5	3	5	4	4	2	4	4	77
12	UMA	2	2	4	3	2	3	3	2	3	4	4	5	3	4	5	4	2	3	2	4	2	66
13	TA	3	3	3	3	5	5	3	5	3	5	4	5	5	4	2	2	2	4	3	4	3	76
14	LLA	4	3	4	1	4	2	2	5	2	5	5	5	5	5	2	5	5	5	2	5	2	78
15	AH	3	3	2	4	3	5	4	5	4	3	5	5	5	4	4	5	5	4	3	5	4	85
16	IE	2	4	4	3	4	2	2	2	2	4	3	4	5	5	2	3	5	5	5	3	3	72
17	RN1	3	4	2	2	5	3	3	4	4	4	5	5	5	4	3	2	3	4	1	2	2	70
18	NF	2	2	2	3	4	2	2	4	3	3	2	5	4	3	2	1	1	4	1	3	2	55

19	AF	5	5	5	1	4	5	3	4	4	4	5	5	5	5	5	2	2	4	4	4	4	85
20	RA	2	3	3	2	4	4	3	4	2	5	4	3	4	5	2	3	5	5	5	4	5	77
21	DS	2	3	3	4	4	2	2	4	4	5	4	5	5	4	2	3	3	5	3	4	3	74
22	JRPS	2	4	3	2	4	2	3	4	4	3	5	5	4	4	1	2	4	4	5	3	3	71
23	AK	2	3	2	2	2	3	1	1	2	1	3	2	2	4	4	4	2	4	2	2	1	49
24	F	2	3	4	2	4	3	3	1	2	4	4	5	3	4	4	2	3	4	5	3	4	69
25	F1	3	3	3	3	3	4	3	3	4	3	4	3	4	3	4	4	3	3	4	3	3	70
26	HS	3	2	3	3	4	2	3	4	2	1	4	5	4	4	2	1	2	5	4	5	1	64
27	MF	2	2	2	2	3	1	2	2	3	4	4	4	4	4	3	2	2	3	2	2	3	56
28	FR	3	3	3	3	4	3	4	3	4	4	4	3	3	5	5	5	4	5	4	5	4	81
29	M	2	3	2	2	4	3	4	4	3	3	3	3	4	2	2	2	3	4	3	3	4	63
30	AIF	2	4	4	3	3	3	3	4	4	4	4	4	4	3	3	4	4	4	3	3	3	73
31	SHA	2	3	3	3	3	2	5	5	5	5	5	5	5	4	2	2	3	5	4	4	4	79
32	AW	3	4	2	3	4	2	3	4	3	3	4	4	3	4	3	3	3	4	3	3	3	68
33	MAR	4	1	4	3	2	4	3	4	1	5	4	3	3	4	3	1	3	3	3	4	3	65
34	JF	3	3	3	4	3	3	4	4	3	3	3	4	3	2	3	2	3	3	4	4	4	68
35	NSO	3	4	5	5	5	4	5	5	5	5	5	5	5	4	2	3	4	5	3	5	4	91
36	JR	4	3	4	3	5	4	3	3	3	4	4	2	4	3	4	3	4	4	4	5	4	77
37	ET	4	4	5	4	3	4	3	4	3	5	4	3	4	5	4	4	5	4	4	5	4	85

Appendix 7. List of Subjects' Analyses

No	Initial	Gender	Integrated	Instrumental	Conclusion	Hi-Lo	Conclusion in Number	Jokes Understanding	Hi-Lo (SPSS)	Attitude Revised
1	IWS	Female	High	Low	Integrated	Hi	1	60	Mid	Negative
2	HA	Female	High	Intermediate	Integrated	Hi	1	83	Mid	Positive
3	ADP	Female	Intermediate	Intermediate	Equal	Mid	2	65	Mid	Neutral
4	SS	Female	High	Very High	Instrumental	Hi	3	73	High	Positive
5	AD	Female	Low	Intermediate	Instrumental	Mid	3	51	Mid	Neutral
6	JH	Female	Intermediate	Intermediate	Equal	Mid	2	75	Mid	Neutral
7	B	Female	Intermediate	Low	Integrated	Mid	1	56	Mid	Positive
8	I	Female	Intermediate	Intermediate	Equal	Mid	2	64	Mid	Neutral
9	GIT	Male	Intermediate	Low	Integrated	Mid	1	79	Mid	Positive
10	EA	Female	Intermediate	Very Low	Integrated	Mid	1	55	Mid	Positive
11	V	Female	Intermediate	Intermediate	Equal	Mid	2	64	Mid	Negative
12	MRP	Female	High	Very High	Instrumental	Hi	3	73	High	Neutral
13	RNH	Female	High	Intermediate	Integrated	Hi	1	76	Mid	Positive
14	DLA	Female	Low	Low	Equal	Lo	2	51	Low	Negative
15	TWGP	Female	Intermediate	Intermediate	Equal	Mid	2	56	Mid	Positive
16	KV	Female	Intermediate	High	Instrumental	Hi	3	56	Mid	Positive
17	NR	Female	High	Intermediate	Integrated	Hi	1	29	Mid	Positive
18	YRF	Female	Low	Low	Equal	Lo	2	57	Mid	Positive
19	N	Female	Low	Low	Equal	Lo	2	57	Low	Negative
20	AU	Male	Very Low	Low	Instrumental	Lo	3	61	Low	Negative
21	PA	Female	Intermediate	Intermediate	Equal	Mid	2	62	Mid	Positive
22	TM	Female	High	High	Equal	Hi	2	62	High	Positive
23	LU	Female	High	Very High	Instrumental	Hi	3	73	High	Positive

24	RA	Female	Intermediate	Low	Integrated	Mid	1	57	Mid	Positive
25	HWS	Female	High	Intermediate	Integrated	Hi	1	81	Mid	Positive
26	NHH	Female	High	High	Equal	Hi	2	70	Mid	Positive
27	KY	Male	Intermediate	Intermediate	Equal	Mid	2	46	Mid	Positive
28	FBBD	Male	Intermediate	Low	Integrated	Mid	1	73	Mid	Positive
29	GA	Female	Low	Very Low	Integrated	Lo	1	63	Low	Neutral
30	NS	Female	Intermediate	High	Instrumental	Hi	3	63	Mid	Positive
31	AAP	Male	Intermediate	Intermediate	Equal	Mid	2	74	Mid	Neutral
32	MPD	Male	Very Low	Intermediate	Instrumental	Mid	3	49	Low	Neutral
33	VL	Male	High	Very High	Instrumental	Hi	3	74	High	Positive
34	SL	Female	High	Intermediate	Integrated	Hi	1	75	Mid	Positive
35	SAE	Female	High	High	Equal	Hi	2	69	High	Positive
36	RN	Male	Intermediate	Intermediate	Equal	Mid	2	80	Mid	Positive
37	T	Male	Low	Intermediate	Instrumental	Mid	3	87	Mid	Positive
38	ARS	Male	Low	Low	Equal	Lo	2	65	Mid	Positive
39	MFI	Male	Intermediate	Low	Integrated	Mid	1	65	Mid	Positive
40	FAA	Male	High	Intermediate	Integrated	Hi	1	60	Mid	Negative
41	RAS	Female	High	Intermediate	Integrated	Hi	1	77	Mid	Positive
42	UMA	Female	Intermediate	High	Instrumental	Hi	3	66	Mid	Neutral
43	TA	Female	Intermediate	Intermediate	Equal	Mid	2	76	Mid	Neutral
44	LLA	Female	Intermediate	Very High	Instrumental	Hi	3	78	Mid	Positive
45	AH	Female	High	Intermediate	Integrated	Hi	1	85	High	Neutral
46	IE	Female	Intermediate	Intermediate	Equal	Mid	2	72	Mid	Neutral
47	RN1	Female	Intermediate	Intermediate	Equal	Mid	2	70	Mid	Neutral
48	NF	Female	Very Low	Low	Instrumental	Lo	3	55	Low	Positive
49	AF	Male	High	Low	Integrated	Hi	1	85	Mid	Positive

50	RA	Female	Intermediate	Intermediate	Equal	Mid	2	77	Mid	Neutral
51	DS	Female	Very Low	Very Low	Equal	Lo	2	74	Low	Neutral
52	JRPS	Female	Intermediate	Very High	Instrumental	Hi	3	71	Mid	Positive
53	AK	Female	Very Low	Low	Instrumental	Lo	3	49	Low	Negative
54	F	Female	Low	Low	Equal	Lo	2	69	Low	Neutral
55	F1	Female	Low	High	Instrumental	Hi	3	70	Mid	Neutral
56	HS	Female	High	Low	Integrated	Hi	1	64	Mid	Negative
57	MF	Male	Very Low	Very Low	Equal	Lo	2	56	Low	Negative
58	FR	Female	Intermediate	High	Instrumental	Hi	3	81	Mid	Positive
59	M	Female	Intermediate	High	Instrumental	Hi	3	63	Mid	Positive
60	AIF	Male	Intermediate	Intermediate	Equal	Mid	2	73	Mid	Positive
61	SHA	Male	Low	Low	Equal	Lo	2	79	Mid	Positive
62	AW	Male	Very Low	Very Low	Equal	Lo	2	68	Low	Negative
63	MAR	Male	Intermediate	Intermediate	Equal	Mid	2	65	Mid	Negative
64	JF	Female	Low	Low	Equal	Lo	2	68	Mid	Neutral
65	NSO	Female	High	Intermediate	Integrated	Hi	1	91	Mid	Positive
66	JR	Female	Intermediate	Very High	Instrumental	Hi	3	77	Mid	Positive
67	ET	Female	Intermediate	High	Instrumental	Hi	3	85	Mid	Positive



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b. Penelitian lapangan untuk pengumpulan data
c. ~~Wawancara~~
d. Peninjauan
e. Praktik / Magang Kerja

dalam rangka : *)
a. ~~Menyusun makalah untuk tugas mata kuliah~~
b. Menyusun Tesis program strata dua (S2)

Atas perhatian dan kerjasama Saudara yang baik, kami mengucapkan terima kasih.


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Appendix 10. Documentation of Research Project



